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ABSTRACT

This dissertation examines factors associated with the successful recruitment and retention of black teachers. A literature review and a pilot study were used to identify 10 factors salient to teacher recruitment and retention. Those 10 factors were incorporated into a survey administered to 116 black first-year teachers and 116 white first-year teachers in a large urban Florida school district. The following conclusions are drawn: (1) recruitment and retention factors for black teachers do not appear to differ from those for white teachers; (2) the survey did not support the inhibiting influence of placing inexperienced teachers in either inappropriate or unattractive assignments; (3) the survey emphasized the importance of professional and social support groups; (4) many blacks and whites reported the perception that affirmative action goals were being used to screen applicants out of the interview process; and (5) the majority of blacks reported that they wanted to be identified by their professional credentials, and that affirmative action goals, desegregation orders, and quota systems might inhibit their ability to transfer, grow professionally, or become leaders in their schools. Statistical data are presented in 23 tables. The following materials are appended: (1) four survey questionnaires; (2) letters to study participants; (3) instructions to interviewers; (4) telephone interview guides; (5) responses to the surveys and telephone interviews; (6) a list of 60 references; and (7) a biographical sketch of the author. (FMW)

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FACTORS SALIENT TO THE RECRUITMENT AND RETENTION OF BLACK TEACHERS IN AN URBAN SCHOOL DISTRICT

By

JOSEPH J. WISE

A DISSERTATION PRESENTED TO THE GRADUATE SCHOOL OF
THE UNIVERSITY OF FLORIDA
IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE
DEGREE OF DOCTOR OF EDUCATION

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Dedicated to teacher role models of all types and races
needed for children of all types and races

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Abstract of Dissertation Presented to the Graduate School of the University of Florida in Partial Fulfillment of the Requirements for the Degree of Doctor of Education

FACTORS SALIENT TO THE RECRUITMENT AND RETENTION OF BLACK TEACHERS IN AN URBAN SCHOOL DISTRICT

By

Joseph J. Wise

December 1990

Chairperson: James W. Longstreth
Cochairperson: Joan L. Curcio
Major Department: Educational Leadership

This study was conducted to address recruitment and retention factors affecting black public school teachers. The purpose was to identify and describe factors associated with successful recruitment and retention of black teachers in a large urban school district in Florida.

The population consisted of all 116 black first-year and 116 randomly selected white first-year teachers in an urban school district. Participants completed surveys containing researcher-designed items which were based on both a review of literature on teacher recruitment and retention and a pilot study on teacher recruitment and retention. Volunteers from the pilot study interviewed were to probe for specific attitudinal data. The interview data were reported in descriptive terms. Once the pilot data were collected, 10 factors were formulated to study. The study survey data were also reported to provide a comprehensive presentation of results. An analysis of variance formed the basis for studying Likert response items. The data were analyzed

utilizing (a) analysis of variance of Likert response items and (b) summaries and descriptions of open-ended item responses.

In summary, 9 of the 10 factors salient to teacher recruitment and retention noted in the literature were supported by the attitudes expressed by the participants. In the interview responses resulting from the pilot study there were indications that, in school districts where perceptions of discrimination, "tokenism," and quotas exist, it may be more difficult to attract and retain qualified black teachers. An analysis of interview data revealed that the black teacher participants felt that being considered for employment for other than professional reasons was demeaning and demoralizing. This was supported by analysis of the white teacher responses. Many respondents indicated that affirmative action goals and desegregation orders could impair black teachers' transfer ability within a district, possibly causing more black teachers to resign. There was also a response pattern indicating black teachers were likely to choose nonteaching careers due to complex employment processes.

The survey data did not support the literature review; however, a majority of the participants indicated all but one of the factors identified by Rand Corporation staff members to be influential in black teacher recruitment and retention. Recommendations included providing support groups for new teachers, changing the organizational culture to reduce perceptions of "tokenism" and prejudice, and emphasizing the need for role models of all types and races to teach children of all types and races.

CHAPTER I
INTRODUCTION

In the last decade, there has been a growing national need to attract more individuals to the field of teaching and to retain them in the field. This shortage is most apparent among minority teachers, particularly black teachers. Data gathered by the National Urban League revealed that, in 1979, 12% of the available teacher candidates nationwide were black (Miller, 1987). By 1987, this figure had decreased to less than 7%. The League projected that by the end of the decade, fewer than 5% of the available teacher candidates nationwide would be black; however, by the end of this century, 30% of American public school children will be black (Middleton & Mason, 1988).

The American Association of Colleges for Teacher Education (AACTE) (1987) presented the position that "a quality education requires that all students be exposed to the variety of cultural perspectives that represent the nation at large" (p. 22). The AACTE report affirmed that this exposure can be accomplished through a multi-ethnic teaching force in which racial and ethnic groups are included at a level of parity with their numbers in the student population. While blacks currently represent 16.5% of the children in public schools, they represent only 6.9% of our teachers.

The potential problem was also documented in the 1987 report released by the Florida Education Standards Commission entitled Minority Teachers for Florida's Classrooms: Meeting the Challenge. In this document the disparity

creating those conditions of employment which will attract competent personnel into the profession (Lang, 1968).

Statement of the Problem

Information from which to develop a model for the successful recruitment and retention of minority teachers in school districts will be useful in light of the problem school district personnel face with regard to the reduced number of black teacher candidates available and interested in a teaching career. The results of this study could provide verification of strategies for school district staff members to become competitive with personnel from other districts in the recruitment and retention of black teachers.

Purpose of the Study

The purpose of this study was to identify, examine and describe perceptions of first-year teachers about factors associated with successful recruitment and retention of black teachers in a large urban school district in Florida. Survey data were utilized to generate perceptions identified by minority and white teachers of factors salient to their own recruitment and retention. First-year minority teachers, tenured minority teachers, and minority teachers who elected to leave the field of education were included in a pilot study. Once pilot data were collected, factors to study were formulated and first-year black and first-year white teachers were chosen as the target population.

Research questions included the following:

between the percentage of minority teacher education students in Florida's colleges and universities and the percentage of minority teachers the institutions are graduating was addressed. The commission revealed the decreasing number of minority graduates from teacher training programs in Florida. In 1984-85, Florida public and private institutions awarded 2,985 bachelor's degrees in education, a slight increase over the 1983-84 total of 2,748. Of the degrees conferred in 1984-85, 331 or 11% were awarded to black graduates. In 1984-85, the four Florida colleges with predominately black enrollment graduated 66% of the new black teachers. In 1985-86, the state university system awarded 2,237 bachelor's degrees in education, a decrease from the previous year. Of those degrees, 172 or less than 8% were awarded to blacks. In 1985-86, only 98 (4%) of the students in teacher education programs in non-public institutions were black. These students were expected to graduate in 1989. Since the inception of the Florida Teacher Certificate Examination in 1980, 8.5% of the first-time test takers have been black and less than half of them passed. Evidence exists that Florida is, at best, producing black teachers at a rate of 5% to 8% of the total pool of newly trained teachers in the state.

Two trends significantly affect the future demographics of minorities affiliated with public education (Banks, 1989). First, the number and the proportion of minority students are increasing. Second, a sizable number of current black teachers will be retiring within the next several years; this will result in a shortage of black teachers and expanded opportunities for blacks aspiring to a teaching career.

Research conducted on the state and national levels revealed that the number of new recruits is insufficient to meet present and projected needs, this is particularly true of minorities (Froning, 1976; Middleton & Mason, 1988). In 1983 the AACTE reported that fewer minority students were entering college due to lack of financial resources. The AACTE also reported that, although black colleges historically have produced more than half of the nation's black teachers, the number of new teachers produced by 45 predominately black colleges has declined by 47% since 1978.

In light of the fact that there is an increased possibility that a student in an urban school may complete 12 years of public education without coming into contact with a minority teacher (Witty, 1982), it appears our nation faces a serious potential for continued distorted social awareness of such students, and a shortage of appropriate minority role models. According to Witty (1982), in addition to this potential problem, staffers in several school districts also face increased problems meeting federally mandated goals for the employment of minority teachers. Federally mandated employment goals, resulting from Ellis v. The Board of Public Instruction of Orange County, Florida (1967) are an example. This particular decision provided authority for staff in the Orange County district to maintain a goal for black teacher staffing of 22.9% for all elementary (K-5) schools and 13.6% for all middle (6-9) and high (9-12) schools.

Recruitment into the profession is a responsibility of those in the profession and those who regulate and control it. Legislators, school board members, and administrators all have a stake in and a responsibility for

1. Is there a difference in the attitudes between black and white first-year teachers related to the subject of black teacher recruitment and retention?
2. Is there a difference in the attitudes between male and female first-year teachers related to the subject of black teacher recruitment and retention?
3. What factors found in a review of literature were also identified by black and white first-year teachers as salient to the recruitment and retention of black teachers?
4. Which factors salient to the recruitment and retention of black teachers found in a review of literature were refuted by black and white first-year teachers?

Definition of Terms

A minority teacher is a member of the black racial group when the group represents 25% or less of the total teaching staff in one school system. The five race categories recognized by the United States Census Bureau were used in this study: minority or black included persons of the black-non-Hispanic category and not eligible for the white-non-Hispanic, Hispanic, Asian or Pacific Islander, and Indian or Alaskan Native categories.

A tenured teacher is a teacher with four, five, six, or seven years of experience in the district where the study was conducted.

Recruitment factors are strategies, philosophies, and techniques used by school districts to encourage the employment of a teacher.

Retention is defined as the continuous service of a teacher in the school district for more than four years. Four years is the point at which Florida public school teachers typically are considered for tenure status.

Assumptions

This study was based largely on findings of researchers on the staff of the Rand Corporation. One basic assumption related to this study is that the Rand Corporation did, in fact, report true factors that are related to successful recruitment and retention of teachers in general. A second assumption is that the participants in the survey responded to the survey according to their true beliefs.

Limitations

This investigation was restricted due to the following reasons:

1. The study was conducted in a single school district. Therefore external validity exists only to the degree that generalizations drawn from the study are applied to a particular school district similar to the Orange County (Florida) Public Schools.
2. Questions and statements were presented to members of a group in the pilot study only when it appeared appropriate for members of that group to respond to the item.
3. The study is accurate only to the extent that the reported data reflect the true inner feelings of each respondent.

Organization of the Dissertation

The remainder of the study is organized in four chapters. The review of the related literature/research comprises the second chapter. The third chapter contains the methodology, pilot study results, instrumentation, and

procedure for analysis. The fourth chapter contains an analysis and discussion of the findings. The summary, conclusions, and implications are included in the fifth chapter.

CHAPTER II
REVIEW OF RELATED LITERATURE

The literature review is presented in five major parts. Presented first is a selection of literature related to students' patterns of choosing teaching as an occupation. The second part consists of an overview of the literature related to teacher recruitment. It is followed by literature related to teacher retention and then meeting the demand in Florida. Finally, there is a section reserved for critique and generalizations.

Selected Theories of Occupational Choice

Most research on the choice of teaching as a profession and the age of decision to teach appears to have been conducted in terms of single factors or combinations of factors underlying the choice of teaching and the age or grade level at which the decision was reported to have been made. Many of the researchers employed categories of questions designed to solicit responses which would reveal the psychological factors and, to some extent, the sociological and economic factors which operate in the choice process. In a review of selected theories of occupational choice, Jordaans (1955) stated that final decisions may not be made until the person has completed his or her high school education or, in many cases, college or other postsecondary education. He contended that the choice of an occupation is the result of a process extending over many years, perhaps as many as 10 or more. It is

during this period that persons clarify their own self-concepts, goals, and values and gain insight into his or her own interests and abilities.

One of the best known theories of occupational choice based on occupational satisfaction of psychological needs was formulated by Roe (1956) in The Psychology of Occupations. Roe based her list of psychological needs upon the hierarchy of needs set up by Maslow (1954) in his text entitled Motivation and Personality. The eight needs listed by Maslow in ascending order are (a) physiological needs; (b) safety needs; (c) need for belongingness and love; (d) need for importance, respect, self-esteem, independence; (e) need for information; (f) need for understanding; (g) need for beauty; and (h) need for self-actualization (pp. 80-106). Roe affirmed that most personal needs can be met, to some degree, through meaningful work. To the extent that an individual has free choice of occupation, the individual tends to choose one in which satisfaction of personal needs is anticipated or one in which he or she feels would make possible the satisfaction of personal needs.

A related theory was formulated by Hoppock (1963). Hoppock stated that occupations are chosen to meet needs which may be either intellectually perceived or vaguely felt. According to Hoppock, choice begins with an awareness that an occupation may help meet needs. Choice then improves with better anticipation of the degree to which the anticipated occupation will meet the individual's needs. This, Hoppock said, "involves self-knowledge, occupational information, and the ability to think clearly" (pp. 74-75).

Perhaps the most prominent theories of occupational choice have been those formulated separately by Super (1953) and Ginzberg (1954). Both of

these theorists emphasized the developmental nature of occupational choice. Super (1953) conceived of occupational choice in terms of stages in the maturation process, characterized as growth, exploration, establishment, maintenance, and decline. Subdivisions of the exploratory stage are those of fantasy, tentative, and realistic phases. The establishment stage may be divided into trial and stable phases. Super allowed for the operation of role factors, personal factors, and situational factors. Ginzberg (1954) emphasized the limitation of the range of choice which occurs through time. He noted that, as choices are made, occupations are eliminated from consideration. Among other things, the pressures of educational preparation and training requirements have the effect of restricting the range of choices as time passes. Miller (1959) reached conclusions similar to those of Ginzberg. He concluded that there is a continuous limitation of the range of choice brought about by the decisions required at many points by the educational system. This process is guided by socioeconomic status and social mobility aspirations, according to Miller. The final choice, Miller concluded, is in terms of motives and values orientation.

Newton (1962) examined the theories of Super and Ginzberg and added his own conviction that occupational status is of high-level importance to those persons who select one of the professions. Newton's "model of man" is that of the individual-in-group, using a social-psychological approach. Newton cited the limiting factors of personal ability, selective access to the occupation, and the need for specialized preparation. He viewed occupational choice "as a function of personal considerations within the contingencies of the prevailing social system" (p. 6). Newton considered the

theoretical formulations of Ginzberg, together with Super's work, to produce the following theoretical framework: (a) Choice is developmental in nature. (b) Choice is in reality a series of choices, each of which delimits the field of alternatives remaining and is thus irreversible. (p. 6)

According to Ginzberg, young people, at the age of approximately 17 years, generally conform in responsibility for making an occupational choice. Strong (1962) found, on his vocational interest survey, participants beginning to show signs of stability at age 17. Although these investigations were of a general nature, they do serve to point out the need for recruiters to gain exposure to students at an early age to enable students to consider aspects of the teaching career.

Morrison and Winans (1949) analyzed 1,423 applications for admission to New Jersey teachers colleges. They found that 74% of the applicants had decided before their high school senior year to become teachers. Each application was to a single-purpose institution and was, of course, signed by the applicant, who was obviously trying to make a case for his or her admission. However, the findings of Morrison and Winans may be contrasted with those of Best (1948) who reported that a majority of seniors in the College of Education at the University of Wisconsin chose to become teachers during their college years . Best reported that the modal year of decision for men was the sophomore year of college and that for women it was the junior year of college. The range of school levels, during which decisions were made, was from the seventh grade through the fifth year of college for men and from the first grade through the fifth year of college for women. The wider range of ages of decision by women also appears in other studies reviewed in

this chapter. Best surveyed college seniors, thereby providing responses from late decision makers; the study by Morrison and Winans was limited to applicants for admission to teacher colleges, a much younger group.

Jantzen (1959) surveyed 103 men and 123 women, all full-time students enrolled in teacher education courses at the College of the Pacific in California in 1956. He found that 54% of the women and 24% of the men had decided to teach before they entered college. Of the women 36% and of the men 50% had decided to teach while they were in the lower division of the college. Thus, by the end of the second year of college, 90% of the women and 74% of the men had decided to teach.

Fox (1961) conducted a poll of 173 juniors who were prospective teachers enrolled in education classes at Northern Illinois University. He found that 82% of the women and 31% of the men had made their decision to teach prior to their graduation from high school. He also reported that 86% of the prospective elementary teachers in his study had decided to teach prior to their high school graduation, including 33% who reported that their decision had been made while they were still in elementary school.

Sedlack and Schlossman (1986) noted that the desirability of teaching, as with most occupations, had been shaped largely by economic incentives. Teachers' salaries have increased in purchasing power since the early 20th century. However, at the same time, other occupations that require similar education and training have gradually increased in earnings relative to those of teaching. Moreover, male teachers have generally out-earned their female colleagues, white teachers have out-earned minorities, and teachers in the privileged suburbs and larger cities have earned more than those in rural and

smaller districts. On the other hand, earnings of the different groups have been converging since World War II, as uniform salary schedules have been widely adopted, rating professional credentials has approached parity, and states have made deliberate efforts to equalize salaries between wealthy and poor districts.

The social origins of the teaching force have also changed substantially during this century. Men from urban, working-class families were increasingly attracted to the profession after 1920 through higher salaries, improved benefits, and the promise of career advancement into administration. Simultaneously, teaching continued to attract middle-class women whose career alternatives were limited, or who were committed to teaching. However, expanded access to desirable alternative careers for women poses a recruiting challenge to teaching.

Overview of Literature Related to Teacher Recruitment

Boyer (1983) argued that we cannot adequately prepare the coming generation if the least able graduates enter the teaching profession. Boyer affirmed that teaching must become a top priority and gifted students must be recruited.

Salary incentives for teaching were addressed in a paper presented to the Orange County Public Schools Minority Teacher Recruitment Task Force on May 11, 1988. In Table 1, the 1988 estimated average starting salaries for bachelor's level disciplines are illustrated.

Table 1

Estimated 1988 Average Starting Salaries
Bachelor's -Level Disciplines

Academic Major	Annual Rate
* Chemical Engineering	$ 26,370
* Electrical Engineering	26,060
* Mechanical Engineering	25,600
* Metallurgical Engineering	25,110
* Computer Science	23,970
* Physics	22,280
* Mathematics	21,610
* Civil Engineering	21,330
* Accounting	19,120
Education	18,636
* Financial Administration	18,110
* General Business Administration	17,720
* Marketing and Distribution	17,370
* Humanities	17,060
* Agriculture	16,940
* Hotel, Restaurant and Institutional Management	15,850
* Communications	15,660
* Social Science	15,230
* Home Economics	14,320

* Adjusted to 10 month year

NOTE: From Martin, 1988, p. 4.

In a recent report by the American Society of Personnel Administrators (ASPA) concerning the increasing challenge of recruiting qualified employees, Finney (1989) documented that "no one who returned the ASPA Labor Shortage Survey was without a strong opinion about what can be done to solve the problem" (p. 41). Excerpts from the representative sample included providing training through local schools so future workers will be qualified, hiring more entry-level workers and training them for the professional positions, and sponsoring scholarships or providing loans for students to be paid back with work after graduation (Finney, 1989). Perhaps these recommendations can be implemented to provide assistance in solving the minority teacher shortage in school districts.

Successful recruitment depends on the attractiveness of teaching (Wise et al., 1987). Appropriate school district staff members should examine the salaries they offer teachers to see if they are competitive with other districts and other local occupations. Districts should also "seek to improve the conditions of work which are important to teachers, such as the provision of adequate support to new teachers" (p. 81).

Besides salary increases, other innovations have been recently adopted to recruit new teachers. In many states there are forms of financial aid utilized for students training to enter teaching. These aid packages range from academic performance scholarships to discounted and forgivable loans for those who complete a minimal teaching service period (AACTE, 1985). Some of these opportunities are directed only toward candidates for teaching positions in critical program need areas such as mathematics and science. Increasingly, the trend is toward incentives for all teaching fields. In a recent

report it was cited that 25% of all teacher preparation programs in the nation currently offer some form of scholarship or loan program to recruit high academic achievers into teaching (Holmstrom, 1985).

Another recruitment innovation has been the adoption of alternate teacher certification routes. These vary from traditional emergency certificates offered in some states to experimental programs for provisional certification and inservice training for liberal arts graduates who have not completed teacher training courses. Included in this group are recent moves in some states to allow teachers certified in one area to more easily acquire certification in other areas in which the school district has a critical need. More than 25 states now have an alternate certification program in effect (AACTE, 1985). No program similar to these identified by the AACTE or Holstrom targeted the need to recruit black teachers.

Numerous recommendations for the recruitment of teachers appear in the literature (Miller, 1982; Seifert & Kurtz, 1983; Swift, 1984). Through case study work, Wise and Darling-Hammond (1988) found that "an effective teacher selection system is characterized by tight linkage among critical selection processes" (p. vii). Among these are wide recruitment efforts to expand the applicant pool, to allow timely decision making concerning hiring and to provide screening tools that measure qualifications, interpersonal skills, and past teaching performance. Their findings also included the need to convey to candidates that they are viewed as professionals. A school district staff member's discourteous treatment of teacher applicants "may indicate to some . . . that they are not valued" (p. vii). To maximize recruitment efforts a school district's "information systems must satisfy the

logistical demands of reporting vacancies, analyzing [recruitment] data, and [providing] communication] of these data to decision makers" (p. ix). Untimely resignations, delays in budget decisions, and a lengthy internal teacher transfer process can interfere with recruiting targeted teacher candidates. "Teachers who have . . . a greater range of employment options are less likely to tolerate discourteous treatment and cumbersome hiring processes" (p. ix).

Milano (1989) affirmed that managers should consider whether minorities are comfortable coming to their organizations. Milano recommended to many private sector firm managers that they get involved with their local board of education "to build visibility with potential employees" (p. 30). Milano (1989) also documented that corporate involvement currently includes arranging internships, offering summer employment, providing career fairs, serving as mentors, and facilitating after-school clubs. According to Milano this type of proactive strategy increases the likelihood that black students will choose, at an early age, private sector work instead of teaching as a career.

Lang (1968) identified the following activities in which selected district personnel, successful in the area of teacher recruitment, engaged or promoted:

1. Supporting a future teachers' club
2. [Supplying counselors] with adequate material available for students who may consider teaching
3. Providing scholarship funds available for worthy students who want to become teachers [through teachers' groups or other agencies]
4. Continued presenting of the problems and opportunities of teaching to professional staff in order that they will use their professional influence judiciously in advising students about teaching

5. Changes in classroom organization, teaching assignments and/or personnel policies and benefits which will make teaching a more attractive profession
6. Working with legislators to enact laws which are appropriate for the improvement of the teaching profession
7. Providing local media with appropriate copy regarding an objective analysis of the teacher shortage and the rewards of teaching
8. Supporting programs in the mass media which have featured the best in teaching
9. Working with colleges in order to obtain improved counseling for students and improvements in the teacher education program. (p. 54)

Lang (1968) also provided a checklist for the self-evaluation of school district recruiters.

1. What personnel policies does your district have which are deterrents to recruitment and which could be changed to encourage recruitment to the district?
2. What are the factors in your district which attract teachers?
3. What factors exist in your district that are deterrents to recruitment? How can these be changed?
4. What evidence do you have to show that you are getting your fair share of competent teachers?
5. Have you made reasonable effort to release teachers who are not performing to your satisfaction?
6. Have you planned recruitment trips to colleges so that the colleges will have sufficient lead time to identify applicants to your specifications?
7. Have you provided the [college] placement offices with literature about your district? Is your literature attractive, reasonable in cost, and accurate?
8. Do you advise placement offices when you have filled positions?
9. Do you describe your teaching vacancies in sufficient detail so that the position. . . [can be well marketed]?
10. Do you advise applicants of the status of their application?
11. In what ways have you encouraged the staff to participate in recruitment?
12. Do you and others who participate in the employment interview have the training, experience, and insight to conduct [in]depth interviews?
13. Are you making appropriate use of the doors to the labor pool for your district?
    College Placement Offices
    United States Mail
    State Employment Offices
    The Professional Staff
    Large Major Industries (Engineers have [spouses] who teach)

Newspaper Advertisements
Professional Journals and Subject Matter Organizations
The ASCUS Service and NEA and Professional Organizations
American Association of University Women
Service Clubs
Former Teachers
Teachers on Substitute Lists
Retired Military Personnel
Exchange Teacher Programs
County and State Education Offices
Recommendations from Neighboring Districts
Radio and Television Programs and Announcements
Other

14. Do you keep adequate records of teacher turnover, causes of terminations, and how do these figures compare with districts of similar characteristics?
15. What is the attitude of the public toward the recruitment program?
16. What is the attitude of the professional staff toward the recruitment program?
17. Does the cost of the recruitment program appear to be reasonable?
18. Have you assessed the image of your district accurately?
19. Have you developed forms and procedures for recording interview and other pre-employment data and transmitting them to others in the line of privileged communication in an efficient and economical manner?
20. Do you follow-up on the applicants you have employed to determine the situation, person, or policies which persuades them to accept employment in your district?
21. Have you made reasonable effort to keep track of former teachers residing in your area with a view toward their eventual return to service?
22. Have you sponsored programs (in addition to student teaching) for college students in your district in order that they may be encouraged to apply for positions?
23. Have you maximized your opportunities for participating in intern training programs for teachers as well as for student teaching?
24. Have you employed college students as teachers' aides?
25. Have you maximized the opportunity for the employment of college students as noon yard supervisors, cafeteria workers, or maintenance workers?
26. Have you developed a working relationship with neighboring school districts which would provide for sharing the series of competent teachers in scarce fields?
27. Have you considered the employment of two part-time teachers for one full-time position?
28. Have you taken advantage of teachers in industry who can be freed from a part of their industrial assignment in order that they can teach a class or two?

29. Does your district have good working relationships among the board, the superintendent, and the employees?
30. Have you gone the extra mile in providing opportunities for innovations and experimentation which will appeal to certain kinds of teachers?
31. Do you provide hospitality and housing services for new teachers which will make them appreciative of your district immediately upon their arrival?
32. What evidence do you have that you and your district are up-to-date on the best accepted personnel practices and policies?
33. How do you appraise your orientation program for new teachers?
34. Have you assigned teachers in accordance with the agreement you made with them during the interview?
35. Have teachers been adequately informed of the procedures they must follow to obtain teaching aids, supplies, and outside purchases?
36. Does your office have the reputation of being firm and fair?
37. Do you like your job? (pp. 54-56).

Milano (1989) warned private sector professionals that it should not be taken for granted that the human resources staff is trained. "Train your receptionist to give everyone the same greeting. Treat all arrivals with respect and set up a pleasant environment. Be consistent with every applicant" (p. 31).

Mercer (1984) expressed the need for representation from all racial and cultural groups in all professions, including teaching. He stated, "too often we encounter talented, committed black students who are unable to gain admission to teacher education programs because of inadequate entrance examination scores" (p. 27). According to Mercer, blacks scored an accumulative average of 199 points lower than whites on the mathematics portion of College Board's 1980 Scholastic Aptitude Test.

> Since blacks . . . as groups, tend to score lower on standardized tests, fewer teachers from the present pools of these groups are likely to qualify for admission to teacher education programs. Consequently future teachers from these groups become vanishing breeds. In some states . . . state legislatures would have to amend existing laws regarding teacher education and admission

> requirements and grant approval to colleges and universities to use alternative teacher education admission requirements. (p. 28)

Mercer contended that efforts must be made to ensure that the teaching profession reflects racial and cultural diversity.

Wimpelberg and King (1983) suggested that to attract atypical students, such as minorities into teacher education programs an effort must be made to recruit actively people who may otherwise choose not to enter the teaching profession. These potential students could be recruited from one of three groups: "preprofessional students, undecided students leaning toward the professions, and liberal arts students" (p. 5). Both the preprofessional student and the undecided student might be enticed through the people-centered nature of teaching (perhaps through dissatisfaction with the non-humanistic aspects of their preprofessional schooling) and through the chance to use the teaching interval as a period for clarifying ultimate career choices. According to Wimpelberg and King, the importance of recruiting teachers from liberal arts settings stems from the fact that their curriculum contains "both the traditional course distribution, writing, and foreign language requirements as well as more modern . . . courses . . . [such as] computer literacy" (p. 7). This type of program has the potential to prepare the teacher who will educate for change. The Virginia Board of Education has supported this theory by adopting a policy of granting provisional teacher certificates to liberal arts graduates (Virginia State Board of Education Rules and Regulations, 1990).

Like many other school system recruiters, Dallas staff members have found themselves unable to recruit enough minority teachers to meet both the need for role models and the guidelines of a desegregation court order. Last year, the school board was approached by an executive-search firm, but

at that time state law prohibited the district from using public funds to pay private companies for employee recruitment. A recent change in the law allowed the (Dallas district, 1989) to solicit bids and sign an agreement with two firms in January of 1989. Under the new minority teacher recruitment plan, officials will pay each of the firms $30,000 up front. Each firm will have as a goal recruiting 150 black and 150 Hispanic teachers within a year, for a total of 600 new employees. The district has agreed to pay an additional $1,450 for each teacher hired who stays at his or her job for at least 90 days. Search firms usually receive about 10% of a new teacher's salary, but in this case, the companies have agreed to work on a volume basis at a reduced rate. In addition to its outside effort, the district in January of 1989 hired two new employees charged with creating an in-house minority-recruitment center. The results of a district evaluation of the private and in-house efforts to find which was more successful (Dallas district, 1989) are not yet available.

Shorewood, Wisconsin, school district staff members have taken a "grow-your-own" approach to teacher recruitment. These persons developed a supervised college scholarship program to send top minority graduates through the higher education pipeline and bring them back into Shorewood classrooms. The main features include a provision that students can apply for a $12,000 stipend once they reach the senior year of high school, provided they plan to attend a Wisconsin state school and enroll in a teacher education program. A Shorewood teacher works one-on-one with the college student to serve as a source of emotional and academic support. Results are not yet available since the inception of the program is recent (Grohe, 1989).

With respect to teacher recruitment, Wise et al. (1987), through case study work, concluded the following:

1. State and local policies can enhance or reduce the efficacy of wide ranging recruitment efforts.
2. Tight coupling between recruitment and hiring decisions promotes more effective teacher selection.
3. A school district [staff member's] treatment of candidates during the selection process may cause some teachers to screen themselves into or out of the applicant pool.
4. The process and logistics of teacher hiring may have at least as much influence on the quality of staff hired as do formal screening mechanisms.
5. Initial hiring processes tend to screen candidates on the basis of their qualifications; later hiring processes screen candidates on the basis of the characteristics of the vacancy. (pp. vi-ix)

Wise et al. (1987) also suggested that, to meet the growing demand for new teachers, many school districts will need to revise their selection and hiring procedures so they can better recruit and select well-qualified personnel. Wise et al. analyzed problematic and promising recruitment, screening, hiring, and placement practices. They offered the following prime barriers to effective teacher selection:

1. District [staff members] frequently hire less than the best for reasons ranging from poor management to antiquated information processing.
2. Local candidates who persist in trying to land a job in a particular school often succeed where more qualified applicants from outside the school or its area are rejected.
3. Although some districts cast a wide recruiting net, state and local policies, such as retirement plans and salary ceilings, commonly restrict officials wishing to upgrade their candidate pool with applicants from outside the state.
4. The teacher application process often is marked by impersonal, unprofessional treatment. (p. 7)

Middleton and Mason (1988) suggested that attracting academically talented black students into a teaching career must be considered a multifaceted undertaking. They contended that it requires cooperation among all segments of society.

> It is incumbent upon educators to bring all elements of the community together to work toward the resolution of interrelated educational and societal problems. The primary concern . . . [should be] to bring educators, business and industrial personnel, policy makers, parent and community individuals together in a partnership working toward realization of the social and educational benefits of increased minority participation in the teaching profession. (p. 2)

Without a national effort, existing isolated initiatives to recruit minorities into teaching will continue to flounder. The AACTE and other groups supporting this belief advocate government and private initiatives. Programs and policies must be implemented to stop the present trends and must, of necessity, be varied in their approach (AACTE, 1987).

In a policy statement, the AACTE (1987) documented that current conditions and allocated resources prevent the full representation of minorities in teaching. "Yet, as national commissions and task forces have indicated, full representation is a goal worth pursuing" (p. 8). The AACTE proposed several programs such as scholarships, a target high school work-study program, and entry incentive programs to provide assistance and encouragement to minority candidates seeking to become teachers. After this preliminary review of the literature these efforts appear, at best, isolated.

Overview of Literature Related to Teacher Retention

According to Wise et al. (1987), approximately 40% of beginning teachers resign from teaching within the first two years of teaching in some districts. Teacher induction seems to be a major factor. McLaughlin (1986) contended that districts must reassess the manner in which new teachers are inducted. This is apparent in the following excerpt:

> Teachers whose initial assignments are frustrating or stressful seem more likely to experience decreased commitment, confidence, and satisfaction in later years than those whose initial assignments are supportive and satisfying. Thus, all strategies designed to

> restructure the workplace for teachers are even more important in the case of the beginning teacher. (p. 426)

Teachers derive their career satisfactions from achieving academic and social successes with students, enjoying problem solving, professional associations, and community support. Their dissatisfactions weighted in order include salary, bureaucratic concerns, status of the profession, parents, time demands, and discipline issues (Cohen, Klink, & Grana, 1990).

In a study conducted for the Duval County (Florida) School Board (1987), information was revealed about the factors that influenced teachers to resign from their positions with the school system. Table 2 contains a summary of survey results of 288 teachers who terminated employment with the system.

Table 2

Teachers who terminated employment with the Duval County School Board in 1987

Factors	Major Reason	Partial Reason	Not Reason
Geographic Location	49	27	180
District Ed. Policy	10	23	214
Physical Work Conditions	27	40	187
Instructional Materials	10	20	215
Challenging Work	16	22	214
Workload	30	42	182
Salary	36	36	183

Note: From Duval County School Board, 1987, p. 13.

The significant factors labeled as "major reasons" for resigning were (a) geographic location, 17%; (b) salary, 13%; (c) workload, 10%; and (d) principal or supervisor, 10%. The significant factors labeled as not being a reason for resigning were (a) employee benefits offered, 81%; (b) fellow workers, 81%; (c) inservice training program, 81%; (d) communications, 76%; and (e) instructional materials available, 75%. The Duval County study was based, in part, on the Herzberg theory relating to needs identification.

Herzberg and others conducted research to identify contributions to job satisfaction (Bass, 1981). Needs identified included achievement, recognition, and degree of responsibility. A review of the research provides clarification that if these needs are not met, they do not tend to contribute toward job dissatisfaction. In the Duval County study, sources of "considerable dissatisfaction for teachers" (p. 8) were cited as being salary, physical working conditions, workload, geographic location of the school or center, and lack of opportunity for advancement. The same study revealed that resigning teachers were very satisfied with their fellow workers, principal or supervisor (48%), employee benefits; and the challenge level of the work. Herzberg's research holds implications for the portion of this study devoted to the retention of minority teachers through improving and accentuating the job-satisfiers while de-emphasizing the documented job-dissatisfiers.

Milano affirmed that employer retention problems in many organizations are due to the fact of untapped management potential in current employees. "Companies spend more on recruiting than on retraining" (p. 30). One deduction to be made from the Milano (1989) article is that when black teachers do not see potential for assignment to

management or other leadership roles in the school district, they are likely to go outside to another agency to seek this opportunity. Choices for employee layoffs can present other problems.

In presenting a paper on assessing performance of black teachers, Johnson (1990) stressed his own recommendations relative to black teacher retention. He suggested that not all teachers are initially natural in the task. Many of the skills cannot be learned until a teacher is in the first year of teaching. Additionally, professionals must possess an understanding of cultural differences from their own in order to meet the social and educational needs of students different from themselves. These multi-cultural awarenesses should also enhance relations among coworkers. Johnson concludes in his paper that the role for recruiting and retaining black teachers is the responsibility of many, including parents, teachers, administrators, and other community leaders.

The Jackson, Michigan, School Board, attempting to preserve affirmative hiring decisions and retain minority teachers at a higher rate than non-minority teachers in time of teacher layoffs was upheld in Wygant v. Jackson Board of Education (1986) by the Eastern District Court of Michigan (546 F Supp 1195). The United States Court of Appeals for the Sixth Circuit affirmed this decision holding that the racial preferences were permissible as an attempt to remedy societal discrimination by providing role models for minority school children; however, in December 1986 the Wygant decision was reversed by the U.S. Supreme Court (476 US 267). Five members of the court agreed the layoff of non-minority teachers under labor agreements

designed to preserve affirmative hiring policy violated the equal protection clause where minority teachers with less seniority are retained.

Under Wygant v. Jackson a district staff member may not make staffing decisions based on providing appropriate numbers of role models for students from both genders and several races and ethnic backgrounds. District staff members should still support and emphasize the significance of role modeling and the steps which can be taken to legally ensure schools employ a sufficient number of teachers with whom minority students can identify (Pevonka, Griffin, & Curcio, 1986).

In the study of recruitment and retention in any area of employment, it seems apparent that discrimination issues are important to consider. Cases concerning discrimination have increasingly hinged on semantics and definitions. The Equal Employment Opportunity Commission (EEOC) has attempted to define discrimination in statistical terms (White & Xander, 1988). According to White and Xander, one way to track equal opportunity is to examine a pool of applicants or employees pursuing given positions which is stratified by demographic characteristics, and then compared to the hiring/promotion practices of a company. Given a specified confidence level, a null hypothesis is established that the company is not discriminating on the basis of sex, age, or other variable. Through a Z or chi-square analysis this hypothesis is evaluated. If the hypothesis of non-discrimination is accepted, the company is within established EEOC guidelines (White et al. 1988).

Israel and Sweeney (1989) offer recommendations to avoid discrimination litigation and a reputation for discrimination when discharging an employee for poor performance when the employee is a member of a

protected class. The recommendations extend to rejection of applicants as well. "Generally, plaintiffs must establish the first part of the case . . . by providing . . . they belong to [a] protected class, . . . were qualified . . . rejected . . . [and] the employer filled the position with someone not in [a] protected class" (p. 88). To rebut such a claim the employer should articulate legitimate, nondiscriminating reasons for the rejection with evidence for such. Once the employer has provided this evidence the claimant must prove the employer's reasons are a pretext (cover-up) to discrimination. Also, when an employee is discharged due to poor performance the employer must document that the employee failed to meet the employer's legitimate expectations, that objectives and goals were explained, and how an employee failed to meet the established criteria. This "forms the framework for defending an employer's decision" for rejecting an employee (Israel et al., 1989, p. 88).

Splitt (1989) warned that school district staff members should be aware that although the Jett v. Dallas Independent School District case reduces vulnerability of school boards in one sense, school boards can still be held liable for civil rights violations. "Charges of racial discrimination in the Jett case showed district staff members that the best defense for avoiding the reputation for discrimination "remains in having clear, written policies on matters that can affect constitutional rights and having [a] school attorney check" policies regularly for currency (Splitt, 1989, p.11).

With respect to teacher retention, Wise et al. (1987), through case study work, concluded the following:

1. School district personnel policies often result in the placement of beginning teachers in the least attractive schools.

2. Beginning teachers value supervised induction which helps them learn to teach and to learn the expectations of the school district. Supervised induction enhances the teacher's feeling of efficacy and reported propensity to remain in teaching. (p. ix-xi)

New, inexperienced members of organizations cannot be expected to equal the performance of more experienced members. An initial period of assistance is important. This initial period of assistance is called induction. It enables both sides to observe each other's performance to decide if they have made the correct decision. Induction is an important aspect of retention for beginning workers (Wise et al., 1987).

Pertinent to the issue of heavy teacher turnover among the early years of the individual's teaching career is the Nelson and Thompson (1963) report of factors that influence teachers to leave the classroom after the first year of teaching. Among these are facilities, inadequate preparation, and poor faculty relationships. Jantzen and Stone (1959) studied the supervision of beginning teachers. Their work illustrated the value of more effective supervision of beginning teachers.

1. For the teacher: improved teaching effectiveness, higher morale, greater degree of satisfying service, greater security, longer tenure, and better professional relations.
2. For the school district: improved instruction, likelihood of longer tenure for the beginning teacher in the particular school, principals who are better prepared to render effective supervisory services to all teachers in their schools, and principals who may use the skills acquired in the training of other principals in the school system. (pp. 247-248)

Initial school district experiences may consist of "traumatic events" (Ryan, 1979) that critically affect the new teacher's sense of efficacy and influence the retention of these teachers in the profession (McLaughlin, 1986). Approximately 40% of the new teachers in many school districts leave within the first two years. This results, in part, from placing beginning

teachers in the least attractive environments and, many times, with the most "disadvantaged students" (Wise & Darling-Hammond, 1988). This practice, described by Wise and Darling-Hammond, is similar to being thrown to the wolves. In their article, it was suggested that school systems should alter policies so new teachers are not placed in overly difficult situations left vacant by senior teachers who left these more challenging assignments due to a lack of an incentive structure. Wise and Darling-Hammond (1988) described an induction school, modeled after a teaching hospital, to extend the education of new as well as veteran teachers. Close work with senior teachers could affect the success and retention rate of beginning teachers in the district.

DeBey, Lobosco, and Newman (1990) suggested that teachers' perceptions of parental and administrative support is an indicator of teacher job satisfaction. They also documented evidence that tenure in teaching is a covariate with support in predicting teacher job satisfaction thus, retention. Their study also provides evidence that informal and formal support groups are key to effective teacher retention.

Meeting the Demand in Florida

Illustrated in tables 3-5 is information about the number of students enrolled in Florida university programs, the number of bachelor's degree recipients in education for Florida's state university system, the number of bachelor's degree recipients by race, and the percentage of students receiving bachelor's degrees in education. To examine what the teacher pool in Florida may look like in the future, Tables 3-5 contain information regarding the proportion of minorities completing teacher education programs, the institutions producing the future black teachers in the state, the racial-ethnic

distribution of the teacher education graduates by program areas, the racial-ethnic distribution by subject field, and the numbers of students majoring in education.

Table 3

Number of Florida Graduates of Teacher Education Programs By Racial/Ethnic Groups Compared to Public School Percentages

Group	Teacher Education Graduates 1985-86		Public School Enrollment Fall 1986	Public School Classroom Teachers Fall 1986
	Number	%	%	%
White	2,289	87.0	65.5	80.0
Black	199	7.6	23.6	16.0
Hispanic	133	5.1	9.5	3.8
Asian	4	0.2	1.2	0.1
Native American	5	0.2	0.2	0.1
Total	2,630	100.1	100.0	100.0

NOTE: From Florida Department of Education, 1987, p. 8.

Table 4

Graduates of Florida Teacher Education Programs
By Racial/Ethnic Groups and Type of University 1985-86

Group	Traditionally Black Colleges/ Universities*		Other State Universities		Other Private Colleges/ Universities	
	Number	%	Number	%	Number	%
White	2	1.6	1,944	92.3	343	86.6
Black	125	98.4	57	2.7	17	4.3
Hispanic	0	0	99	4.7	34	8.6
Asian	0	0	2	0.1	2	0.5
Native American	0	0	5	0.2	0	0
Total	127	100.0	2,107	100.0	396	100.0
Percentage of All black [teacher] Graduates		62.8		28.6		8.5

* FAMU, Bethune-Cookman, Edward Waters, and Florida Southern.

NOTE: From Florida Department of Education, 1987

Table 5

Graduates of Florida Teacher Education Programs
By Racial/Ethnic Groups and Program Areas 1985-86

Group	Basic		Exceptional		Vocational		Total	
	Number	%	Number	%	Number	%	Number	%
White	1,781	86.0	437	91.8	71	81.6	2,289	87.0
Black	170	8.2	18	3.8	11	12.6	199	7.6
Hispanic	109	5.3	20	4.2	4	4.6	133	5.1
Asian	4	0.2	0	0	0	0	4	0.2
Native American	3	0.2	1	0.2	1	1.1	5	0.2
Total	2,067	99.9	476	100.0	87	99.9	2,630	100.1

Note: From Florida Department of Education, 1987

In The Future Supply of Minority Teachers in Florida, prepared for the Florida Department of Education, Miller (1987) described disproportions in the ratios of the majority and minority races as well as the ratios between teacher candidates and public school enrollments. Table 3 reveals the proportion of minority students completing teacher education programs to be significantly smaller than the proportion of minority education students in Florida public schools and the proportion of minority teachers currently teaching in the classroom. A review of the data signifies the disparity between the racial distribution of students and teachers. Table 4 shows the graduates by race from 4 traditionally black institutions, 8 predominantly white state universities, and 14 predominantly white private colleges and universities. During 1985-86 the four traditionally black institutions produced 62.8% of the black teacher education graduates, while 28.6% completed their work at other state universities, and 8.5% were graduated from a private college or university. Table 5 displays the racial-ethnic distribution of the education graduates by basic (regular), exceptional, and vocational program areas. A review of the data shows that exceptional education has the smallest proportion of black graduates compared with basic and vocational programs.

Experts have indicated that large county school districts are experiencing an accelerated rate of students in minority categories. Further, the competition for minority teacher candidates is becoming more difficult each year. This situation is at an alarming point (Middleton & Mason, 1987). This study could provide insight for decision-makers in large school districts related to recurring, tested, and valid strategies which may increase the number of recruits and veterans in the black teacher ranks.

Since the United States is experiencing a growing need to attract and retain minority persons and since the number of minority role models in the classrooms is rapidly decreasing, the focus of this study was directed at large county school boards and school administrators. Perhaps the findings of this study will assist school district personnel in providing increased numbers of black teachers who are well qualified, enthusiastic, and dedicated to serve the public school students of the next decade and ensuing century.

Summary

Following is a list of factors (F) determined by the researcher as those presented most consistently in the review of related literature. Out of the literature review the researcher identified the following factors that became used in the material for the pilot study. These factors were presented in the literature as either the most important or as deterrents to effective teacher recruitment and retention.

F1. Red tape, delay, and expense involved in the application process for certification as a teacher in Florida discourages teachers from accepting job offers in Florida.

"The process and logistics of teacher hiring may have at least as much influence on the. . ." recruitment process as do other factors (Wise, Darling-Hammond, & Berry, 1987; Wise & Darling-Hammond, 1988).

F2. The Florida Teacher Certification Examination and other testing requirements discourage teachers.

This was presented in the research literature as a factor which serves as a great deterrent to successful teacher recruitment and retention (AACTE

report, 1985; Herzberg, 1966; Hoppock, 1963; Maslow 1954; Mercer, 1984; Miller, 1950; Wise, Darling-Hammond & Berry, 1987).

F3. Information about job vacancies should be readily available to effectively recruit and retain teachers.

Researchers presented this as a factor which not only enhanced the successful recruitment and retention of teachers but also served as a great deterrent to successful recruitment and retention when not effectively in place in school districts (Lang, 1968; Milano, 1989; White & Xander, 1988; Wise, & Darling-Hammond, 1988; Wise, Darling-Hammond, & Berry, 1987). All presented similar evidence and emphases relative to this factor.

F4. A teacher's first teaching assignment should be with students with whom it is not difficult to succeed and in a setting where success is readily attainable.

F5. For successful retention of teachers in a district, difficult teaching assignments should be offered to more experienced teachers and less experienced teachers should be placed in more appropriate assignments for those teachers to succeed.

Factors four and five were presented in the literature as significant for successful teacher recruitment and retention (Duval County, 1987; Lang, 1968; McDonald, 1981; McLaughlin, 1986; Milano, 1989; Nelson & Thompson, 1963; Ryan 1979; Wise, Darling-Hammond, & Berry, 1987; Wise et al., 1988). These two were the most emphasized and most often documented salient factors in the review of related literature.

F6. An effective support network is a factor in retaining teachers in a district.

This was presented as a significant factor by Duval County (1987), Herzberg (1966), Lang (1968), Milano (1980), Nelson and Thompson (1963), Wise et al. (1987), and Wise et al. (1988).

F7. For teacher recruitment, decentralized hiring (by the principal) is more effective than centralized hiring (by the county office staff).

"State and local policies can enhance or reduce the efficiency of wide ranging recruitment efforts" (Wise et al. 1987) p. 7. The decentralized hiring model is a local policy in effect in the district where data were collected for this study. In this district it was perceived by recruitment officials that the decentralized model enhanced efficiency of the teacher recruitment program.

F8. District office personnel should be courteous, helpful, and knowledgeable to enhance recruitment of teachers to the district.

This is a factor which not only enhances the successful recruitment and retention of teachers but also serves as a great deterrent to successful recruitment and retention when not adequately in place in a school district (Lang, 1968; Milano, 1989; Wise and Darling-Hammond, 1988; Wise, Darling-Hammond, & Berry, 1987).

F9. The Personnel Office staff in the district should be adequately trained to provide the services they offer applicants to effectively recruit teachers for the district.

This was also included as a factor which not only enhanced the successful recruitment and retention of teachers but also served as a great deterrent to successful recruitment and retention when not adequately in place in a school district (Lang, 1968; Milano, 1989; Wise and Darling-Hammond, 1988; Wise, Darling-Hammond, & Berry, 1987).

F10. Access to the decision-makers on hiring should be readily available for teacher applicants to effectively recruit the teachers to the district.

This was presented as a significant factor by Lang (1968), Milano (1989), Wise and Darling-Hammond (1988), and Wise, Darling-Hammond, and Berry (1987). Access to the decision maker in the hiring process within a timely manner appears crucial to effective recruiting of teachers and to the retention of teachers in a district who are attempting to transfer or seek a different position within a school district.

F11. Selecting teachers more on the basis of individual personal characteristics rather than on the qualifications required for the job discourages teachers in the recruitment process.

F12. Selecting teachers more on the basis of the competencies required in the job than on individual characteristics encourages teachers in the recruitment process.

Factors 11 and 12 encompass individual characteristics such as race, creed, color, national origin, demeanor, and personality. The factors also encompass competencies required in the job such as content (subject area) knowledge, teaching skill, degree held, experience, and professional background. The literature reviewed does not show consistency within single studies or agreement among researchers on these factors. AACTE (1987) Boyer (1983), Dallas district (1989), Ginzberg (1962), Middleton and Mason (1988), Wimpelberg and King (1983), and Wygant v. Jackson (1989) suggested individual characteristics of the teacher represent some of the major reasons for selecting and retaining persons for and dismissing persons

from teaching. Boyer (1983), Wimpelberg and King (1983), Middleton and Mason (1988), and AACTE (1987) suggest competencies required on the job as some of the major reasons for selecting and retaining persons for and dismissing persons from teaching. Wise, Darling-Hammond, & Berry (1988) presented findings that suggested both individual characteristics and competencies required on the job are major factors in the selecting, retention, and resignation of persons in teaching.

F13. Low salary is a major reason for teachers resigning from teaching. Salary was discussed by Sedlack and Schlossman (1986), Martin (1988), Finney (1989), Wise, Darling-Hammond, and Berry (1987), AACTE (1985), Lang (1968), and in the Duval County study results (1987). All researchers presented information congruent with one another. Salary was suggested to be a major factor in the recruitment and resignation of teachers in public education.

Critique and Generalizations

Throughout the literature reviewed in this chapter there emerges a need for further research. Also, the researchers who documented studies related to this topic did not appear to produce comprehensive or cohesive evidence related to the issue of teacher retention. The Wise et al. research appeared to be the most consistent; it was used, therefore, as the basis for selecting the 13 factors to be examined in the pilot study.

Although the work of Wise et al. was not specific to minority teachers, an analysis of the categories of recruitment and retention factors found in their research provide a basis to examine how these factors relate specifically

to minority teachers. Their findings are represented in the postulates listed below:

1. State and local policies can enhance or reduce the efficacy of wide ranging recruitment efforts.
2. Tight coupling between recruitment and hiring decisions promotes more effective teacher selection.
3. A school district's treatment of candidates during the selection process may cause some teachers to screen themselves into or out of the applicant pool.
4. The process and logistics of teacher hiring may have at least as much influence on the quality of staff hired as do formal screening mechanisms.
5. Initial hiring processes tend to screen candidates on the basis of their qualifications; later hiring processes screen candidates on the basis of the characteristics of the vacancy.
6. School district personnel policies often result in the placement of beginning teachers in the least attractive schools.
7. Beginning teachers value supervised induction which helps them learn to teach and to learn the expectations of the school district. Supervised induction enhances the teacher's feeling of efficacy and reported propensity to remain in teaching. (pp. ix-xi)

The 1980s was a time when women and minorities entered the work force in rapidly increasing numbers. Those who cling to a vision of the workplace dominated by white males will find their future tied to a diminished pool of potential workers. In organizations where the reality of increasing multicultural diversity is embraced, work forces will be in place to allow excellence in pursuit of the organizational mission (Goya, 1990).

CHAPTER III
METHODOLOGY

The study was conducted in the Orange County Public Schools, a large urban school district located in Central Florida. The jurisdiction of the school board encompasses the entire county, 1,001 square miles. In 1989, the population of the county was 654,293 of which 17.4% were classified as members of a minority race. The largest minority, black, comprised 16.2% of the county's total population. The county derives its economic substance from tourism, manufacturing, agriculture, finance, technology, and trade (Orange County, Florida Statistical Report, 1990).

In 1990, the Orange County Public Schools maintained 118 instructional facilities: 80 elementary schools, 19 middle schools, 10 high schools, 4 vocational institutions, 4 exceptional education centers, and 1 alternative education center. The student population, prekindergarten through 12th grade, was 102,470. The student population consisted of 62.8% white, 25.1% black, and 12.1% other (Orange County Public Schools Pocket Facts Sheet September, 1990).

Identification of recurring factors affecting recruitment and retention of minority teachers was the initial step in the study. Due to the large number of research reports focused directly and peripherally on this topic, a literature review was conducted to identify significant factors related to teacher recruitment and retention. A series of pilot surveys and interviews served to

validate the findings of the literature review. Descriptive statistics and interview reports were used to present and support the findings of this study.

The Rand Corporation research conducted by Wise, Darling-Hammond, and Berry (1987) entitled Effective Teacher Selection From Recruitment to Retention appeared to be the most current and accurate contribution to the topic of recruitment and retention of teachers in general. The original items of this study were based largely on the findings reported by selected Rand Corporation staff members.

Pilot Instrumentation

A pilot instrument was developed by the researcher to test the 13 factors, which emerged from the literature, to measure the attitudes of black teachers. The instrument consisted of a survey designed to measure the attitudes of individuals in the following three groups: minority teachers in their first year of teaching; minority teachers in their fourth, fifth, sixth, or seventh year of teaching; and minority teachers who resigned from teaching within two years.

To increase validity in the use of the pilot survey, a draft of survey items was mailed to members of the Florida Association of School Personnel Administrators (FASPA). FASPA consists of school district personnel officers, whose responsibilities include the planning of strategies to recruit and retain teachers for their district. This step served to strengthen the effectiveness of the pilot survey items for each of the factors identified in the literature. Once all items were written and collected, they were sorted into groups according to the factor each item represented. In constructing the instrument, one or two items per factor were selected for use in the surveys. The items were

based on a comprehensive review of the literature. Pilot participants responded to selected items using an adapted five-point Likert scale: Strongly Agree (SA), Agree (A), Not Sure (N), Disagree (D), and Strongly Disagree (SD).

After the pilot survey draft was reviewed by a group of experts from FASPA, the instrument was piloted, in two phases to increase reliability, in the following manner. Twenty-one questionnaires (7 from each group) were completed by randomly selected participants in the pilot population and returned. A follow-up interview was conducted with each of the pilot respondents. Each interview consisted of open-ended questions, to check for an attitude similar to the attitude described in the survey item. Respondents in the pilot were encouraged to suggest appropriate alternatives to the wording of items where they were not successful in expressing their true attitude.

The second phase of the pilot study consisted of revised questionnaires used to survey 100 first year, 112 tenured, and 86 resigned black teachers. Among these 298 professionals, 156 responded: 54 first year, 59 tenured, and 43 resigned teachers. Twenty-seven were returned by the postal service as non-deliverable, 2 persons had died, the remaining 113 surveys were not returned. After the first distribution only 54 (18%) were returned. To ensure anonymity a person other than the researcher logged the surveys through coding. A second distribution yielded 102 additional anonymous responses. The total return rate in the second phase of the pilot study was 52.35%.

As part of the pilot study, the survey was used to identify volunteers to be interviewed. The names of persons who agreed to be interviewed were given to the researcher separately from the completed questionnaires.

Written survey data were first utilized to assist interviewers in forming postulates as to which information to probe for in the interview sessions. Among the 156 who responded, 32 (20.51%) agreed to be interviewed. This included 11 first year, 15 tenured, and 6 teachers who had resigned. The interviews were conducted by two telephone interviewers. Interviewer "A" was the researcher (a white male) and Interviewer "B" was the school district manager for minority business enterprises (a black female). Each conducted 16 (50%) of the telephone interviews. Sample survey instruments and letters from the pilot study used to engage participants are included in Appendix A and Appendix B of this document.

The technique for choosing survey participants for the pilot was as follows. The Orange County (Florida) Public Schools system was selected as the pool from which participants were solicited. Automated personnel records were used by the researcher to identify the potential participants. All of the first year minority teachers in the district with a hire date of August 1, 1988 - December 31, 1988 were identified and solicited to participate in the survey. The same procedure was used to solicit the minority teachers with four, five, six, or seven years experience within the district. In the same manner, all of the minority teachers having resigned from the district within the last two years were solicited in the survey. The total population was requested to respond. Soliciting all persons in each of the three pilot groups, rather than sampling, was included to invoke an improved confidence interval in drawing inferences from the attitudes of the participants. The population was chosen to allow the researcher to effectively choose items with which to survey participants in the study.

Data extracted from the compilation of the results from the pilot study were tabulated and reported in percentages. The percentages are based on the number of responses reflecting attitudes of strongly agree (SA), agree (A), not sure (N), disagree (D), or strongly disagree (SD) divided by the total number of participants who responded in the individual groups. The same responses are also reported in percentages related to the total number of participants included in all groups. Verbal and written responses are reported exactly as they were recorded (as raw data) in Appendix E. For the items responded to with Likert scale response choices, a group mean score for each pilot group was calculated, to represent the degree to which each group as a whole agreed or disagreed with the statement. This enabled the researcher to review perceptions in part on a mathematical continuum to show degrees of group agreement/disagreement for the readers. The graph below in an illustration of the continuum of choices for participants in the pilot to indicate their levels of agreement or disagreement with the survey items.

5	4	3	2	1
Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree

Comparisons of each survey item to the corresponding recruitment and/or retention factor found through the literature review are described in the following narrative.

Item Analysis (Pilot Study)

An analysis of the written survey and interview responses revealed pertinent points related to the objectives of this study. Following is an itemized analysis of the written survey and interview responses.

1. Red tape, delay, and expense involved in the application process for certification as a teacher in Florida discourages teachers from accepting job offers in Florida. (First-Year and Resigned Teacher Surveys)

Table 6

Participant Responses to Pilot Study Item 1

First-Year Teachers

	SA	A	N	D	SD	No Response
Number of responses	16	9	11	18	0	0
Percentage	29.63	16.67	20.37	33.33	0	0

Teachers Who Resigned

	SA	A	N	D	SD	No Response
Number of responses	8	3	8	8	12	4
Percentage	18.60	6.98	18.60	18.60	27.91	9.30

Total Population

	SA	A	N	D	SD	No Response
Number of responses	24	12	19	26	12	4
Percentage	24.74	12.37	19.59	26.80	12.37	4.12

This item was identified as a recruitment factor and a resignation factor. The first-year and resigned teacher groups responded to this item in different ways. The total population responded with overall agreement (mean=3.10). The first-year teacher group alone responded with overall agreement (mean=3.42). The group of resigned teachers alone responded with overall disagreement (mean=2.66).

Summarizing the written and interview responses revealed an overall feeling of discontent with the certification application process in Florida. The first-year teachers repeatedly referred to the expense, long waits for response, and the inability of this process to "prove whether one is capable or incapable of teaching." The resigned teachers, although showing disagreement on the Likert scale response, provided similar written and verbal responses to the first-year teachers. The resigned teachers also responded in a pattern to indicate, although the statement is true, this factor is not a major reason for resigning from teaching. It was determined by the researcher that this factor can be a deterrent to teacher recruiting. It is not necessarily a major factor in the retention of teachers.

2. The Florida Teacher Certification Examination and other testing requirements discourage teachers from applying for teaching jobs in Florida. (First-Year Teacher Survey)

   Taking the Florida Certification Examination was a factor in my resigning from the last school district for which I work. (Resigned Teacher Survey)

Table 7

Participant Responses to Pilot Study Item 2

First-Year Teachers

	SA	A	N	D	SD	No Response
Number of responses	12	6	14	18	4	0
Percentage	22.22	11.11	25.93	33.33	7.41	0

Teachers Who Resigned

	SA	A	N	D	SD	No Response
Number of responses	5	3	10	8	14	3
Percentage	11.63	6.98	23.26	18.60	32.56	6.98

Total Population

	SA	A	N	D	SD	No Response
Number of responses	17	9	24	26	18	3
Percentage	17.53	9.28	24.74	26.80	18.56	3.09

This item was identified as a recruitment factor and a resignation factor. The total population responded with overall disagreement (mean = 2.72). The first-year teacher group alone responded with overall agreement (mean = 3.07) with the statement. The verbal and written responses support agreement that certification tests are deterrent to effective recruitment of

black teachers. The group of resigned teachers alone responded with overall disagreement (mean = 2.17) with the statement. Readers should note how close both the three mean scores are to the "neither agree nor disagree" position on the continuum at the bottom of page 45.

The teachers responded in a pattern to indicate they support this testing as "another way of weeding out disqualified or underqualified teachers." Although the groups provided criticism about the test such as expense, surprises on the exam, and lack of advance information about the test, they responded in a pattern to show support of the concept of testing teachers. It was determined by the researchers that due to expenses, unknowns about the test, and biases toward out-of-state teachers this is a factor which negatively affects black teacher recruitment. It was also determined that this is not a factor which encourages black teachers to leave the profession.

3. When you were recruited to teach in your current school district, information about job vacancies was readily available. (First-Year Teacher Survey)

   In the last school district I worked, vacancy information for teachers who wanted to transfer to another school was readily available. (Resigned Teacher Survey)

Table 8

Participant Responses to Pilot Study Item 3

First-Year Teachers

	SA	A	N	D	SD	No Response
Number of responses	4	28	6	8	8	0
Percentage	7.41	51.85	11.11	14.81	14.81	0

Teachers Who Resigned

	SA	A	N	D	SD	No Response
Number of responses	9	16	6	4	5	3
Percentage	20.93	37.21	13.95	9.30	11.63	6.98

Total Population

	SA	A	N	D	SD	No Response
Number of responses	13	44	12	12	13	3
Percentage	13.40	45.36	12.37	12.37	13.40	3.09

This item was identified as a recruitment factor and a resignation factor. This factor appeared several times in the literature review. The underlying premise is that teachers must feel free to transfer within a school district to accommodate career growth and/or to accommodate personal needs. This is

believed to encourage teacher retention in a district. The total population responded with overall agreement (mean=3.24). As a group, the teachers who resigned indicated agreement (mean=3.50) with the statement. This factor could have been a part of the reason many resigned. The group of first-year teachers also rated overall agreement (mean=3.22) with the statement. A review of the written and verbal responses indicated the significance of this factor. Although it was suspected this factor not only enhances teacher recruitment, it enables teachers to transfer more freely in a district thus encouraging retention; the written and verbal responses did not provide evidence that black teachers resigned because they did not have access to vacancies in other schools within the district. The researcher determined this to be one of the factors which enhances recruitment of black teachers within a district. The researcher also interpreted this was not necessarily one of the factors which enhances retention success of black teachers within a district.

4. My first job in the district in which I currently work was too difficult for a beginning teacher. (First-Year and Tenured Teacher Surveys)

Table 9

Participant Responses to Pilot Study Item 4

First-Year Teachers

	SA	A	N	D	SD	No Response
Number of responses	7	4	5	19	18	1
Percentage	12.96	7.41	9.26	35.19	33.33	1.85

Table 9 -- Continued

Tenured Teachers

	SA	A	N	D	SD	No Response
Number of responses	3	3	2	38	12	1
Percentage	5.08	5.08	3.39	64.41	20.34	1.69

Total Population

	SA	A	N	D	SD	No Response
Number of responses	10	7	7	57	30	2
Percentage	8.85	6.19	6.19	50.44	26.55	1.77

This item was identified as a recruitment factor and a retention factor. The total population responded with overall disagreement (mean = 2.15). The first-year teacher group responded with overall disagreement (mean = 2.30). The group of tenured teachers also responded with overall disagreement (mean = 2.08). In both groups the verbal and written responses substantiate the notion that these participants, in general, do not feel their first assignments were inappropriate for their levels of training or preparation. No conclusions were reached related to this factor.

5. My first job in the district in which I currently work should have been offered to a more experienced teacher and I should have been placed

in a more appropriate assignment for a beginning teacher. (First-Year and Tenured Teacher Surveys)

In the previous school district I worked, my last job assignment should have been offered to a more experienced teacher and I should have been placed in a more appropriate assignment for a teacher with my level of experience. (Resigned Teacher Survey)

Table 10

Participant Responses to Pilot Study Item 5

First-Year Teachers

	SA	A	N	D	SD	No Response
Number of responses	4	0	3	17	30	0
Percentage	7.41	0	5.56	31.48	55.56	0

Tenured Teachers

	SA	A	N	D	SD	No Response
Number of responses	2	4	2	37	13	1
Percentage	3.39	6.78	3.39	62.71	22.03	1.69

Table 10 -- Continued

Teachers Who Resigned

	SA	A	N	D	SD	No Response
Number of responses	4	5	13	14	16	1
Percentage	9.30	11.63	30.23	9.30	37.21	2.33

Total Population

	SA	A	N	D	SD	No Response
Number of responses	10	9	18	68	59	2
Percentage	6.02	5.42	10.84	40.96	35.54	1.20

This item was identified as a retention factor and a resignation factor. All three groups responded to this item with a significant level of disagreement; first-year teacher group (mean = 1.72); tenured teacher group (mean = 2.08); and the resigned teacher group (mean = 2.45). The total population mean score (mean = 2.02) also reflects overall disagreement. Although no written or verbal responses verified the lack of an appropriate teaching assignment, these mean scores deviate to the right of the continuum on page 41 enough to consider that these participants felt adequately prepared to perform well in their respective classrooms. This was determined not to be a factor affecting recruitment or retention of black teachers.

6. The Beginning Teacher Program (BTP) and assistance from the BTP support team members helped to improve my effectiveness as a teacher and are factors which encourage me to continue my teaching career. (First-Year and Tenured Teacher Surveys)

The BTP and assistance from the BTP support team member helped to encourage me to continue my teaching career. (First-Year Teacher Survey)

The lack of an effective support network was a factor in my resigning from the last school district for which I worked. (Resigned Teacher Survey)

Table 11

Participant Responses to Pilot Study Item 6

First-Year Teachers

	SA	A	N	D	SD	No Response
Number of responses	5	3	24	6	13	3
Percentage	9.26	5.56	44.44	11.11	24.07	5.56

Table 11 -- Continued

First-Year Teachers

	SA	A	N	D	SD	No Response
Number of responses	7	6	18	5	16	2
Percentage	12.96	11.11	33.33	9.26	29.63	3.70

Tenured Teachers

	SA	A	N	D	SD	No Response
Number of responses	23	18	24	2	5	7
Percentage	5.08	30.51	40.68	3.39	8.47	11.86

Teachers Who Resigned

	SA	A	N	D	SD	No Response
Number of responses	8	8	7	10	8	2
Percentage	18.60	18.60	16.28	23.26	18.60	4.65

Table 11 -- Continued
Total Population

	SA	A	N	D	SD	No Response
Number of responses	43	35	73	23	42	14
Percentage	18.70	15.22	31.74	10.00	18.26	6.09

This item was identified as a recruitment, retention, and resignation factor. Participants in all three groups had the opportunity to respond to this statement. The total population responded with overall agreement (mean = 3.07). The first-year teacher group responded to both versions of the question with overall disagreement (mean = 2.67 and mean = 2.62). The tenured teacher group responded with overall agreement (mean = 3.23). The group of resigned teachers responded with overall disagreement (mean = 2.95).

Verbal and written comments from the two groups with mean scores indicating disagreement do not support the notion of disagreement. The tenured group (with a mean score indicating agreement) also provided verbal and written comments to support their overall agreement. The responses reflected a pattern of significance in favor of support groups for teachers. The teachers who indicated they had experiences with an available support group identified how important the group (whether formal or informal) was to their success and decision to continue teaching. The teachers who indicated they did not have experiences with an available support group also identified how

important a support group is to a new teacher. The researcher determined this factor to be influential in the recruitment and retention of black teachers.

7. For teacher recruitment, decentralized hiring (by the principal) is more effective than centralized hiring (by the county office staff). (First-Year Teacher Survey)

Table 12

Participant Responses to Pilot Study Item 7

First-Year Teachers

	SA	A	N	D	SD	No Response
Number of responses	6	18	11	15	4	0
Percentage	11.11	33.33	20.37	27.78	7.41	0

Total Population

	SA	A	N	D	SD	No Response
Number of responses	6	18	11	15	4	0
Percentage	11.11	33.33	20.37	27.78	7.41	0

This item was identified as a recruitment factor. It was submitted to only the first-year teacher group. The overall group response (mean=3.13) indicated agreement with the statement. The written and verbal interview

responses supported this finding of agreement. In these responses no participant offered a statement of disagreement with the statement. To the contrary, over half responded in writing or verbally that the decentralized method of hiring is more effective for the district and the teacher candidate. Even though the group indicated this method to be more effective, it was not discerned the decentralized method was a factor in effective recruitment of black teachers.

8. When you were pursuing your current job, the district office personnel were courteous, helpful, and knowledgable. (First-Year Teacher Survey)

Table 13

Participant Responses to Pilot Study Item 8

First-Year Teachers

	SA	A	N	D	SD	No Response
Number of responses	9	28	2	11	2	2
Percentage	16.67	51.85	3.70	20.37	3.70	3.70

Total Population

	SA	A	N	D	SD	No Response
Number of responses	9	28	2	11	2	2
Percentage	16.67	51.85	3.70	20.37	3.70	3.70

This item was identified as a recruitment factor. Many articles in the literature reviewed for this study emphasized the district personnel office staff as the persons most empowered to recruit teachers for the district. This recruitment factor was submitted to only the first-year teacher group. The overall group response (mean = 3.59) indicates agreement with the statement. The written and verbal interview responses helped to clarify this agreement. In the responses few offered statements of disagreement with the statement. Many observed this district's personnel office as understaffed and overworked. Some identified long waits to get through to the personnel office on the telephone. Many also identified long waits in lines to get attention at the personnel reception desk. Findings of this study are congruent with the literature regarding this recruitment factor. Perhaps the personnel staff could serve as a great deterrent in the recruitment process of black teachers when teacher candidates call on personnel office staff members for assistance and fail to receive prompt, efficient and courteous service.

9. The Personnel Office staff in your district is adequately trained to provide the services they offer applicants. (First-Year Teacher Survey)

Table 14

Participant Responses to Pilot Study Item 9

First-Year Teachers

	SA	A	N	D	SD	No Response
Number of responses	4	31	3	13	2	1
Percentage	7.41	57.41	5.56	24.07	3.70	1.85

Total Population

	SA	A	N	D	SD	No Response
Number of responses	4	31	3	13	2	1
Percentage	7.41	57.41	5.56	24.07	3.70	1.85

This item was identified as a recruitment factor. The first-year teacher group responded with overall agreement (mean=3.41) with this statement. Even though the group responded with agreement, verbal and written information indicated this district's personnel staff could greatly improve services (thus improving success in the recruitment of blacks) by increasing the number of trained staff members to provide services for applicants. It was determined that this factor is salient to effective recruitment of black teachers.

10. At the time you were looking for your present job assignment, access to the principals was readily available. (First-Year Teacher Survey)

Table 15

Participant Responses to Pilot Study Item 10

First-Year Teachers

	SA	A	N	D	SD	No Response
Number of responses	1	23	13	11	5	1
Percentage	1.85	42.59	24.07	20.37	9.26	1.85

Total Population

	SA	A	N	D	SD	No Response
Number of responses	1	23	13	11	5	1
Percentage	1.85	49.59	24.07	20.37	9.26	1.85

This item was identified as a recruitment factor. The first-year teacher group responded with overall agreement (mean=3.07) with this statement. This group of teachers believe they had readily available access to school principals where vacancies existed. This was supported by selected verbal and written responses. It was determined that this factor is salient to effective recruitment of black teachers.

11. I was hired more on the basis of my individual personal characteristics rather than on the qualifications required for the job. (First-Year Teacher Survey)

Table 16

Participant Responses to Pilot Study Item 11

First-Year Teachers

	SA	A	N	D	SD	No Response
Number of responses	3	13	3	30	5	0
Percentage	5.56	24.07	5.56	55.56	9.26	0

Total Population

	SA	A	N	D	SD	No Response
Number of responses	3	13	3	30	5	0
Percentage	5.56	24.07	5.56	55.66	9.26	0.00

This item was also identified as a recruitment factor. The first-year teacher group responded with overall disagreement (mean = 2.61). This score and the interview and written responses indicate these persons in general believe they were hired, for the most part, based on credentials required on the job.

12. I was hired more on the basis of the competencies required in the job than on my individual characteristics. (First-Year Teacher Survey)

Table 17

Participant Response to Pilot Study Item 12

First-Year Teachers

	SA	A	N	D	SD	No Response
Number of responses	10	18	6	16	0	4
Percentage	18.52	33.33	11.11	29.63	0	7.41

Total Population

	SA	A	N	D	SD	No Response
Number of responses	10	18	6	16	0	4
Percentage	18.52	33.33	11.11	29.63	0	7.41

This item was also identified as a recruitment factor. The first-year teacher group responded with overall agreement (mean = 3.52) with this statement. This mean score and the mean score in item 11, as well as the written and interview responses to items 11 and 12 further verified that as a whole this group of teachers believe they were hired based on their credentials required in the job.

13. Low salary was the major reason I resigned. (Resigned Teacher Survey)

Table 18

Participant Responses to Pilot Study Item 13

Teachers Who Resigned

	SA	A	N	D	SD	No Response
Number of responses	11	3	11	8	8	2
Percentage	25.58	6.98	25.58	18.60	18.60	4.65

Total Population

	SA	A	N	D	SD	No Response
Number of responses	11	3	11	8	8	2
Percentage	25.58	6.98	25.58	18.60	18.60	4.65

This item was identified as a resignation factor. The group of resigned teachers responded to the "salary" factor as if (as a group) they disagreed with low salary being the significant factor influencing their resignations. The group disagreement (mean=2.87) was not at a significant level. Many interview and verbal responses by the participants indicate a trend toward dissatisfaction with teacher salaries in the district; however, one might

conclude that salary is not as influencing as other factors in affecting black teacher retention.

Analysis Of Written Responses (Pilot Study)

Due to the fact that this study involved attitudes and perceptions, it is important to examine the interview and written responses in light of how participants emphasized values related to the topic. An examination of individual responses revealed that each response could be classified in one or more of only five areas related to teacher recruitment and retention factors found in a review of the literature. These areas correlate with Herzberg's research related to job satisfaction and needs as well as Maslow's research related to needs placed on a hierarchy. For purposes of this analysis, each of the five areas is described below.

Professional Implication. Each response which indicated an acknowledgment of professional or unprofessional treatment as a teacher and/or teacher applicant, opportunities or lack of opportunities for professional growth and stimulation, and/or effective and/or ineffective supervision and leadership.

Financial Implication. Each response which indicated an acknowledgment of adequate or inadequate salary and/or benefits beyond the paycheck, financial assistance available for further coursework, or reimbursement opportunities for coursework already completed.

Support Implication. Each response which indicated acknowledgment of available or unavailable support from other professionals in the district related to completing new-employee responsibilities, identifying suitable

housing, community resource for other personal needs as well as other ways a support person or group might help a teacher feel a sense of belonging.

Discrimination or affirmative action implication. Each response which indicated acknowledgment of a feeling of discrimination, a feeling of non-discrimination, a response to affirmative action goals or ideas, or an idea presented to increase representation of black teachers.

Other Personal Implications. A response not categorized in the aforementioned areas acknowledging importance of personal needs such as geographical location of the job, family needs, or accommodations for a participant's lifestyle.

Responses not classified. A response that was vague, not related, or where an interpretation could not be made was classified in this area.

In the pilot study there were 76 written responses, 143 responses to questions and statements received by interviewer A, and 141 responses to questions and statements received by interviewer B. Each time a response was suited to more than one classification, the response was counted for each implication. There were 63 responses which could not be classified, therefore not utilized. The total number of implications drawn from the 360 remaining responses was 579.

Table 19 is an illustration of the 579 implications and how they were classified. Table 20 is an illustration of the same data reported in percentage of total implications.

Over half (56.48%) of the implications derived by the responses were professionally related. Other areas in order of frequency are discrimination or

affirmative action implications (17.44%), financial implications (12.08%), other personal implications (8.64%), and support implications (5.35%).

Table 19

Classification of Written and Interview Responses Reported During the Pilot Study in Numbers of Indicators

Classification	Written Responses	Verbal Responses (Interviewer A)	Verbal Responses (Interviewer B)	Totals
Professional Implication	145	92	90	327
Financial Implication	53	4	13	70
Support Implication	9	11	11	31
Discrimination or Affirmative Action Implications	58	21	22	101
Other Personal Implications	38	6	6	50
Totals	303	134	142	579
Responses Not Classified	12	34	17	36

Table 20

Classification of Written and Interview Responses Reported During the Pilot in Percentage of Numbers of Indicators

Classification	Written Responses	Verbal Responses (Interviewer A)	Verbal Responses (Interviewer B)	Totals
Professional Implication	25.04%	15.90%	15.54%	56.48%
Financial Implication	9.15%	.70%	2.24%	12.08%
Support Implication	1.55%	1.90%	1.90%	5.35%
Discrimination or Affirmative Action Implication	10.02%	3.62%	3.80%	17.44%
Other Personal Implication	6.56%	1.04%	1.04%	8.64%
Totals	52.32%	23.16%	24.52%	100.00%

It is important to note these black teacher participants in the pilot portion of the study did not take an opportunity to acknowledge several items as being important to the recruitment and retention of teachers as found in the literature. Among these are the following in order of presentation in Chapter II:

1. Alternate certification routes (AACTE, 1985).
2. Degree to which the work is challenging (Duval County School Board, 1987).
3. Placement in the least attractive settings (Wise, et al., 1987).

4. Initial traumatic events (McLaughlin, 1986).

Once the results of the pilot study were tabulated, the researcher drafted a survey document suitable for distribution to the study population.

Instrumentation

The survey instrument consisted of a questionnaire containing 20 items. Fourteen of the items (Q1-Q14) were designed for participants to respond by marking a Likert scale to indicate their attitudes toward the statement. Six of the items (Q15-Q20) were designed in an open-ended format for participants to respond in writing to reflect their attitudes. Table 21 contains information indicating where recruitment and retention factors (F) were represented by individual statements and questions (Q).

Table 21

Factor (F) Representation in Participants Survey Items (Q)

Factor	Survey Item(s)	Survey Item Letter(s)
F_1	Q1, Q20	a, t, u
F_2	Q17, Q18, Q19, Q20	q, r, s, t
F_3	Q2, Q13, Q14, Q20	b, m, n, t
F_4	Q10, Q11, Q20	j, k, t
F_5	Q12, Q20	l, t
F_6	Q6, Q7, Q9, Q20	f, g, i, t
F_7	Q3, Q18, Q20	c, r, t
F_8	Q4, Q8, Q18, Q20	d, h, r, t
F_9		
F_{10}	Q5, Q15, Q17, Q20	e, o, q, t
F_{11}		
F_{12}	Factors 11, 12, and 13 were not included in the actual study due to findings in the pilot study.	
F_{13}		

Population

The technique for choosing survey participants was as follows. The Orange County (Florida) Public Schools system was used as the pool from which participants were selected. Automated personnel records were again utilized by the researcher to identify the potential participants. All of the first year minority teachers in the district with a hire date of August 1, 1989 or later

and prior to January 1, 1990 (one year later than those used in the pilot study) were identified and solicited to participate in the survey. The same procedure was used to randomly select approximately the same number of white teachers with the same hire dates. The program was executed to randomly select these white teachers from the same schools where the first-year black teachers were assigned in the same quantity as the number of black teachers on the staff. The population was chosen to allow a generalization of findings across other large county school districts with geographic, socioeconomic, and ethnic similarities to Orange County, Florida.

Analysis of Data

An analysis of variance formed the basis for the researcher to report data generated through use of the items with Likert scale response choices. This analysis enabled the researcher to compare the attitudes black teachers and white teachers; the attitudes of male teachers and female teachers; and the attitudes of black male, black female, white male and white female teachers as separate groups. A Likert scale was utilized for participants to indicate their attitudes because it was economical to administer and score, and it was adaptable to the situation. Use of the Likert scale also enabled the researcher to provide direct and reliable assessment of participants' attitudes and a clear and concise analysis of results. The graph below illustrates the continuum of choices for participants in the pilot to indicate their levels of agreement or disagreement. A template was constructed to measure value of SA (=1.0) and SD (=5.0) and mathematical points between these two points.

SA = strongly agree N = neither agree nor disagree SD = strongly disagree

SA	N	SD
(SA = 1.0)	(N = 3.0)	(SD = 5.0)

In conducting the analysis of variance an SPSSX program was run to compute the sums of squares, degrees of freedom, mean square and test for F in order to indicate the significance of F. For each survey item analysis the dependent variable was the item itself and the independent variables were race and sex. This enabled the researcher to determine statistically significant differences in the attitudes between the groups of participants.

Factors which were presented for participants to respond in an open-ended format were analyzed by the researcher synthesizing, summarizing, and describing data to develop these summaries. Recommendations resulting from the data analysis are documented and relate to factors associated with the recruitment and retention of black teachers in large school districts similar to and including Orange County, Florida.

CHAPTER IV
DATA PRESENTATION AND ANALYSIS

The purpose of this study was to identify and describe factors associated with successful recruitment and retention of black teachers in a large urban school district in Florida. Two groups of teachers were solicited to respond to survey instruments. Survey materials were mailed to all of the 116 first-year minority teachers and 116 randomly selected white teachers with the same hire date period (August 1, 1989 - December 31, 1989) The white teachers were randomly selected from the same schools where the black teachers were assigned, in the same quantity as the number of black teachers on the staff. A person other than the researcher logged the surveys through coding to verify who returned surveys, and to ensure anonymity; the return rate was 74%.

Analysis of Likert Scale Response Items

Following is an analysis of each Likert scale item in order of appearance on the study questionnaire. Table 23 is a synopsis of group mean scores (and standard deviations) for each of five groups in response to items 1-14 (Q1-14): white male (WM), white female (WF), black male (BM), black female (BF), and the total population.

Table 23

Means (and standard deviations) for Q1 through Q14
SA = strongly agree N = neither agree nor disagree SD = strongly disagree

SA (SA = 1.0)			N (N = 3.0)		SD (SD = 5.0)
	WM	WF	BM	BF	TOTAL
Q1	2.500	2.111	1.818	2.696	2.302
	(1.136)	(1.157)	(.853)	(1.348)	(1.205)
Q2	3.625	2.722	2.636	2.543	2.831
	(1.129)	(1.078)	(1.255)	(.982)	(1.145)
Q3	2.375	2.167	2.545	2.340	2.291
	(1.289)	(1.175)	(1.595)	(1.093)	(1.232)
Q4	2.750	2.333	2.455	2.652	2.512
	(1.270)	(1.138)	(1.262)	(1.215)	(1.202)
Q5	2.938	2.889	2.364	2.348	2.686
	(1.413)	(1.181)	(1.329)	(1.059)	(1.236)
Q6	3.438	3.319	2.818	3.196	3.244
	(1.435)	(1.298)	(1.296)	(1.344)	(1.337)
Q7	2.000	2.292	2.364	2.370	2.267
	(.950)	(1.448)	(1.529)	(1.218)	(1.315)
Q8	2.438	2.528	3.000	3.391	2.802
	(.878)	(.903)	(1.155)	(1.220)	(1.090)
Q9	2.844	2.861	2.909	3.000	2.901
	(.954)	(1.259)	(1.269)	(1.116)	(1.163)
Q10	3.875	4.000	3.364	3.174	3.674
	(1.314)	(1.278)	(1.255)	(1.288)	(1.324)
Q11	2.750	3.194	3.000	2.783	2.977
	(1.107)	(1.535)	(1.447)	(1.073)	(1.342)
Q12	1.750	2.028	2.455	2.000	2.023
	(.568)	(1.244)	(1.595)	(.989)	(1.144)
Q13	2.938	2.750	2.455	2.587	2.703
	(1.366)	(1.412)	(1.654)	(1.066)	(1.350)
Q14	4.188	3.583	3.182	3.130	3.523
	(.896)	(1.242)	(1.296)	(1.276)	(1.249)

Table 24 is an illustration of the analysis of variance computations. Statistically significant differences in mean scores were determined by a significance of F test for each survey item. This enabled the researcher to analyze and interpret differences in levels of agreement/disagreement between members of the population by race and by gender. A discussion of the data generated in response to each item (Q) follows Table 24. The discussion also reviews data reported in Table 23.

Table 24

Analysis of Variance for Q1 through Q14

Dependent Variable: Q1 Red tape, delay, and expense involved in the application process for certification as a teacher in Florida discourages teachers from accepting job offers in Florida.

Analysis of Variance:

Source of Variation	DF	Sum of Squares	F	Significance of F
Race	1	1.375	.995	.320
Sex	1	.533	.386	.535
Race/Sex	1	14.276	10.332	.002*
Error .092				

*Statistical significance ≤ .05

Table 24 -- Continued

Dependent Variable: Q2 When you were recruited to teach in your current school district, information about job vacancies was readily available.

Analysis of Variance:

Source of Variation	DF	Sum of Squares	F	Significance of F
Race	1	7.800	6.603	.001*
Sex	1	12.345	10.451	.001*
Race/Sex	1	5.839	4.943	.028*
Error .087				

*Statistical significance ≤ .05

Dependent Variable: Q3 For teacher recruitment, decentralized hiring (by the principal) is more effective than centralized hiring (by the county office staff).

Analysis of Variance:

Source of Variation	DF	Sum of Squares	F	Significance of F
Race	1	.901	.590	.444
Sex	1	1.817	1.189	.277
Race/Sex	1	.010	.006	.937
Error .094				

Table 24 -- Continued

Dependent Variable: Q4 When you pursued your current job, the district office personnel were courteous, helpful, and properly trained and professional.

Analysis of Variance:

Source of Variation	DF	Sum of Squares	F	Significance of F
Race	1	.632	.439	.509
Sex	1	1.068	.742	.390
Race/Sex	1	3.359	2.333	.129
Error .092				

Dependent Variable: Q5 When you were looking for your present job assignment, access to the principals was readily available.

Analysis of Variance:

Source of Variation	DF	Sum of Squares	F	Significance of F
Race	1	12.501	8.451	.004*
Sex	1	.046	.031	.859
Race/Sex	1	.010	.006	.936
Error .094				

*Statistical significance ≤ .05

Table 24 -- Continued

Dependent Variable: Q6 The BTP and assistance from the BTP support team member helped to sharpen my skills and encouraged me to continue my teaching career.

Analysis of Variance:

Source of Variation	DF	Sum of Squares	F	Significance of F
Race	1	3.245	1.817	.180
Sex	1	.243	.136	.712
Race/Sex	1	2.186	1.224	.270
Error	.102			

Dependent Variable: Q7 I received the administrative support I needed to succeed during my first year of teaching in this district.

Analysis of Variance:

Source of Variation	DF	Sum of Squares	F	Significance of F
Race	1	1.167	.670	.414
Sex	1	1.158	.665	.416
Race/Sex	1	.727	.417	.519
Error	.100			

Table 24 -- Continued

Dependent Variable: Q8 This school system works hard at retaining minority teachers by fair and equitable treatment.

Analysis of Variance:

Source of Variation	DF	Sum of Squares	F	Significance of F
Race	1	24.248	23.044	.000
Sex	1	1.653	1.571	.212
Race/Sex	1	.807	.767	.383
Error	.083			

Dependent Variable: Q9 This school system retains its teachers by providing decent working conditions, materials, and support.

Analysis of Variance:

Source of Variation	DF	Sum of Squares	F	Significance of F
Race	1	.549	.400	.528
Sex	1	.082	.059	.808
Race/Sex	1	.048	.035	.852
Error	.089			

Table 24 -- Continued

Dependent Variable: Q10 The BTP relieved some of the pressures of my first year.

Analysis of Variance:

Source of Variation	DF	Sum of Squares	F	Significance of F
Race	1	21.681	13.140	.000
Sex	1	.000	.000	.994
Race/Sex	1	.828	.534	.466
Error	.101			

Dependent Variable: Q11 I was given the assistance I needed in order to get this past year organized and was provided the information I needed on how the system works.

Analysis of Variance:

Source of Variation	DF	Sum of Squares	F	Significance of F
Race	1	1.676	.935	.335
Sex	1	1.180	.658	.418
Race/Sex	1	3.899	2.176	.142
Error	.102			

Table 24 -- Continued

Dependent Variable: Q12 I was given the proper assignment for my skills and experience.

Analysis of Variance:

Source of Variation	DF	Sum of Squares	F	Significance of F
Race	1	1.719	1.328	.251
Sex	1	.010	.008	.930
Race/Sex	1	4.774	3.689	.056
Error .087				

Dependent Variable: Q13 I felt actively encouraged or recruited to seek the teaching position I now have.

Analysis of Variance:

Source of Variation	DF	Sum of Squares	F	Significance of F
Race	1	2.876	1.569	.212
Sex	1	.129	.070	.791
Race/Sex	1	.911	.497	.482
Error .103				

Table 24 -- Continued

Dependent Variable: Q14 Information on job vacancies was readily available to me and the process of securing a position was not a discouraging one.

Analysis of Variance:

Source of Variation	DF	Sum of Squares	F	Significance of F
Race	1	16.223	11.222	.001*
Sex	1	5.406	3.739	.055
Race/Sex	1	2.720	1.882	.172
Error	.095			

*Statistical significance ≤ .05

Q1 was utilized to collect data related to factor 1 (F1). The mean for the total population was 2.302 with all groups scoring means below 3.0 signifying most participants indicated they agreed with the statement. The analysis of variance indicated no statistical significance between individual group mean scores when comparing race and sex alone. Statistical significance was noted in the 2-way (race and sex) interaction when white females and black males indicated higher levels of agreement than did white males and black females.

Q2 was utilized to collect data related to factor 3 (F3). The mean for the total population was 2.831 with white males indicating disagreement (group mean =3.625) white all other groups indicated agreement. The analysis of variance indicated statistical significance between individual group mean

scores when comparing race and sex alone and in comparing race and sex together in the 2-way interaction.

Q3 was utilized to collect data related to factor 7 (F7). The mean for the total population was 2.291 with all groups scoring means below 3.0. The analysis of variance indicated no statistically significant difference between individual groups when comparing race and sex alone and race and sex together.

Q4 was utilized to collect data related to factor 8 (F8). The mean for the total population was 2.512 with all groups scoring means below 3.0. The analysis of variance indicated no statistically significant difference when comparing race and sex alone and race and sex together.

Q5 was utilized to collect data related to factors 9 and 10 (F9, F10). The mean for the total population was 2.686 with all groups scoring means below 3.0. The analysis of variance indicated statistically significant differences in means between white teachers and black teachers. No statistically significant differences was indicated when comparing sex or in the 2-way interaction.

Q6 was utilized to collect data related to factor 6 (F6). The mean for the total population as 3.244 with all groups scoring means above 3.0. The analysis of variance indicated no statistically significant differences in means when comparing race and sex alone and race and sex together.

Q7 was also utilized to collect data related to factor 6 (F6). The mean for the total population was 2.267 with all group scoring means below 3.0. The analysis of variance indicted no statistically significant differences in means when comparing race and sex alone and race and sex together.

Q8 was utilized to collect data related to factor 8 (F8). The mean for the total population was 2.802. White participant groups scored means below 3.0 and black participant groups scored means at and above 3.0. The analysis of variance indicated no statistically significant difference when comparing race and sex alone and race and sex together.

Q9 was utilized to collect data related to factor 6 (F6). The mean for the total population was 2.901 with all groups scoring means below 3.0. The analysis of variance indicated no statistically significant differences in means when comparing race and sex alone and race and sex together.

Q10 was utilized to collect data related to factor 4 (F4). The mean for the total population was 3.674 with all groups scoring means above 3.0. The analysis of variance indicated no statistically significant differences when comparing race and sex alone and race and sex together.

Q11 was also utilized to collect data related to factor 4 (F4). The mean for the total population was 2.977 with white males and black females scoring means below 3.0 and black males and white females scoring means at and above 3.0. The analysis of variance indicated no statistically significant differences between groups when comparing race and sex alone and race and sex together.

Q12 was utilized to collect data related to factor 5 (F5). The mean for the total population was 2.023 with all groups scoring means below 3.0. The analysis of variance indicated no statistically significant differences between groups when comparing race and sex alone and race and sex together.

Q13 was utilized to collect data related to factor 3 (F3). The mean for the total population was 2.703 with all groups scoring means below 3.0. The

analysis of variance indicated no statistically significant differences when comparing race and sex alone and race and sex together.

Q14 was also utilized to collect data related to factor 3 (F3). The mean for the total population was 3.523 with all groups scoring means above 3.0. The analysis of variance indicated a statistically significant difference in group mean scores between white teachers and black teachers. The white teachers indicated a much high level of disagreement with the statement.

Summary of Open-Ended Response Items

Following is a summary of the open-ended item responses resulting from the pilot survey of black and white teachers. Statements were made in response to questions (Q15-20). Those responses have been analyzed, synthesized and interpreted by the researcher and used to refine the survey instrument. The raw data appear in Appendix F.

Q15. I accepted a job in the district I currently teach in because . . .

The geographic location and available lifestyle in the district where the study took place were important to most of the participants. The organizational climate of the district and opportunities made available to them by supportive veteran employees also appeared to be significant as indicated by patterns in the responses. There were no noticeable differences when comparing the response of males with females, or blacks with whites.

Q16. I continue to work in my current school district because . . .

A large percentage of the responses point to satisfaction with the supervision, climate, support network, and working conditions. A few participants took the opportunity to relay negative information and dissatisfiers which supported the importance of supervision, positive climate,

a support network, and positive working conditions to the successful retention of teachers. There were no noticeable differences when comparing responses of males with females or blacks with whites.

Q17. If I were in charge of recruiting in my school district and wanted to recruit more minority teachers, I would . . .

A large percentage of the responses contain suggestions for developing comprehensive recruitment programs targeting blacks. These include providing support groups for recruits and new black teachers, providing timely information related to vacancies, and facilitating easy access for blacks to meet hiring decision makers. Additionally, suggestions noted by the researcher include making applicants aware of certification and testing results in advance, projecting a sincere attitude toward wanting black teachers, and improving economic incentives for the jobs.

There were no noticeable differences when comparing the responses of males with females on issues other than racial issues. When comparing the blacks with whites there was a noticeable difference in the attitude relative to focusing recruitment activities toward race as opposed to academic preparation, professional background, or area(s) of interest. No white teacher responded in a way that suggested he or she recognized a need for increased numbers of black teacher role models.

Q18. How can our school district work to retain minority persons in teaching?

Among the noticeable suggestions here were utilizing minority teachers in an advisory role to develop retention strategies. Economic incentives and providing equal treatment of all teachers in the district were noted by the researcher in several responses .

The researcher did not notice differences when comparing the responses of males with females on issues other than racial issues. When comparing the blacks with whites there was a noticeable difference in the attitude relative to focusing retention efforts toward race or ethnic background. A review of the black teachers responses revealed that sincerity toward this issue must be projected more effectively. A review of the white teachers responses suggests that a majority do not believe there should be customized efforts for the retention of black teachers.

Q19. In a time when there is shortage of minority teachers, a school district can compete to get the best of the minority teachers available by . . .

A large percentage of responses indicated that offering competitive salaries would be an effective strategy. Improving the image of teaching was also noted as a strategy to compete effectively with other professions. As in other open-ended items the suggestion to treat persons equally and fairly was noticed in several responses of black participants as if to suggest the subject district is not a place where black teachers feel treatment is equitable among groups.

Again, the researcher noted only one difference between blacks and whites responses: more blacks took opportunities to suggest projecting sincerity toward this issue. More whites suggested there are no differences or need for a different set of activities in recruiting black teachers. It was suggested that recruiting for reasons other than professional qualifications is inappropriate.

Q20. I wish to make the following comments:

In response to this item a large percentage of black participants reiterated previous statements they made related to equal treatment of teachers, providing support groups for blacks, and improving the number of minority role models for all students. Additionally, a large percentage of white participants reiterated previous statements they made related to not deeming special strategies for blacks as important, nor special strategies for blacks as being important, and indicated their resentment toward recruiting for race over professional qualities.

CHAPTER V
CONCLUSIONS AND RECOMMENDATIONS

The purpose of this study was to identify and describe factors associated with successful recruitment and retention of black teachers in a large urban school district in Florida. A review of related literature was conducted to identify the factors associated with the recruitment and retention of teachers. These factors were summarized and categorized and presented to a group of black and white first-year teachers. The teachers were asked to respond with their attitudes toward the factors. These documented attitudes formed the basis for the researcher to draw conclusions and offer recommendations for enhancing success in the recruitment and retention of black teachers within a school district. The conclusions drawn from analysis of the descriptive data collected and recommendations for further study are included in this chapter.

Discussion of Data Analysis Related To Recruitment and Retention Factors

Following is a discussion of the data collected and how they relate to the 10 factors (F1-F10) salient to the recruitment and retention of teachers identified in the literature review. The discussion has been organized by individual factors.

F1. Red tape, delay and expense involved in the application process for certification as a teacher in Florida discourages teachers from accepting jobs in Florida.

Q1 was utilized to collect data related to this factor. The mean for the total population was 2.302 with all groups scoring means below 3.0 signifying most participants indicated they agreed with the factors. The analysis of variance indicated no statistically significant differences between individual group mean scores when comparing race and sex alone. A statistically significant difference was noted in the 2-way interaction when white females and black males responded with higher levels of agreement than did white males and black females. It was determined by the researcher, that the participants validate this factor as being salient to the recruitment and retention of black teachers. The validation appeared independent of race or sex.

F2. The Florida Teacher Certification Examination and other testing requirements discourage teachers.

An analysis of variance was not run related to this factor because only open-ended statements were utilized to collect opinions related. Statements offered by many participants of both races and both genders indicate that many believe the testing requirements to be costly, redundant, and demeaning for teacher recruits, both black and white.

F3. Information about job vacancies should be readily available to effectively recruit and retain teachers.

Q2, Q13, and Q14 were utilized to collect data related to this factor. The means for the total population were 2.831, 2.703, and 3.523. White males scored a mean above 3.0 (3.625) for Q2 with all other groups scoring means

below 3.0 in Q2. All groups scored means below 3.0 in Q13 and all groups scored means above 3.0 in Q14. All participants indicated agreement with Q2 and Q13 except white males indicated disagreement in Q2. All participants indicated disagreement with Q14. In Q2 race and sex alone along with race and sex together contribute to differences in responses at a significant level. The white males responded with disagreement unlike the other 3 groups, perhaps indicating they had a more successful experience (as a group) in tracking job vacancies. This could be due to a perceived need for male coaches in the schools. No statistically significant difference was noted between group means in Q13 results. Q14 rendered statistically significant levels of differences between races. The whites indicated disagreement with this statement at a significant level higher than the blacks. This perhaps indicates the district staffers are making much bigger efforts to assist blacks in the job search process than they are making for whites. The population agreement with Q2 and Q14 along with disagreement with Q14 indicates the study validates factor 3.

F4. A teacher's first teaching assignment should be with students not difficult to succeed with and in a setting where success is readily attainable.

Q10 and Q11 were utilized to collect data related to this factor. The means for the total population were 3.674 and 2.977 with all groups scoring means above 3.0 in Q10 and white males and black females scoring means below 3.0 in Q11. White females and black males scored means at or above 3.0 in Q11. The analysis of variance indicated no statistically significant

difference between individual group mean scores when comparing race and sex alone and race and sex together. The researcher's interpretation was that the population score very closely to 3.0 or above 3.0 to indicate these teachers do not necessarily believe that first-year assignments should be customized for first-year teachers. Perhaps teachers with only limited experience cannot objectively assess the validity of this factor, which is well-founded in related research.

F5. For successful retention of teachers in a district, difficult teaching assignments should be offered to more experienced teachers and less experienced teachers should be placed in more appropriate assignments for those teachers to succeed.

Q12 was utilized to collect data related to this factor. The mean for the total population was 2.023 with all groups scoring means below 3.0 in Q12. The analysis of variance indicated no statistically significant differences between individual groups when comparing race and sex alone and race and sex to together. The researcher's interpretation was that the population majority agreed with this factor. Perhaps the wording of this factor (similar to factor 4) encouraged and facilitated teachers with only limited experience to assess objectively the validity of this factor, which is also well-founded in related literature.

F6. An effective support network is a factor in retaining teachers in a district.

Q6, Q7, and Q9 were utilized to collect data related to this factor. The means for the total population were 3.244, 2.267, and 2.901 with all groups scoring means above 3.0 in Q6 and all groups scoring means below 3.0 in Q7 and Q9. All participants indicated disagreement with Q6. Most participants indicated agreement with Q7 and Q9. An analysis of variance for Q6, Q7, and Q9 indicated no statistically significant difference between individual group mean scores when comparing race and sex alone and race and sex together. The researcher's interpretation was that the population disagreement with Q6 and population agreement with Q7 and Q9 serves to validate factor 6.

F7. For teacher recruitment, decentralized hiring (by the principal) is more effective than centralized hiring (by the county office staff).

Q3 was utilized to collect data related to this factor. The mean for the total population was 2.291 with all groups scoring means below 3.0 in Q3. The analysis of variance indicated no statistically significant differences between individual groups when comparing race and sex alone and race and sex together. The researcher's interpretation was that a majority of the population agreed with this factor. Perhaps these findings serve to validate this factor which is supported in related research.

F8. District office personnel should be courteous, helpful, and knowledgeable to enhance recruitment of teachers to the district.

Q4 and Q8 were utilized to collect data related to this factor. The means for the total population were 2.512 and 2.802 with all groups scoring means below 3.0 in Q4. White participant groups scored means below 3.0 in Q8 and

black participant groups scored means at and above 3.0 in Q8. An analysis of variance indicated no statistically significant difference when comparing race and sex alone in Q4 and race and sex together in Q4 and Q8. Statistically significant difference was shown when comparing race in Q8. Black males indicated disagreement with Q8 at a higher level. Perhaps the blacks, and black males in particular, had a great deal of assistance from sources other than personnel office staff members. This could be the result of minority teacher recruitment activities currently implemented in the district.

F9. The personnel office staff in the district should be adequately trained to provide the services they offer applicants to effectively recruit teachers for the district.

F10. Access to hiring decision-makers should be readily available for teacher applicants to effectively recruit teachers to the district.

Q5 was utilized to collect data related to these factors. The mean for the total population was 2.686 with all groups scoring means below 3.0 in Q5. The analysis of variance indicated a statistically significant difference in means between white teachers and blacks teachers. Blacks agreed with the statement at a higher level than whites. This could be due to blacks receiving more assistance in the process than did whites. It was verified as practice in the district to concentrate assistance to teacher candidates who were black or in a critical shortage areas, or black and in a critical shortage area.

Conclusions

This study was conducted to identify and describe factors associated with the recruitment and retention of black teachers in a large urban school district in Florida. Survey data were utilized to generate factors perceived by both black and white first-year teachers to be salient to their recruitment and retention. Both groups were included in this study.

A review of the literature revealed 13 factors salient to the recruitment and retention of teachers, 10 (F1-F10) of which became the basis of the study. Nineteen questions or statements (Q) were deduced from the factors to which both black and white teachers were asked to respond with a level agreement or disagreement.

The conclusions listed below are based on assumptions, inferences, and descriptions derived by the researcher from attitudes of the participants collected by utilizing a researcher-designed survey. These conclusions were made within the confines of the limitations of the study. Based on the findings of this study, the following conclusions were drawn:

1. There is no evidence which indicates there are successful recruitment and retention factors for black teachers that are different from those for all teachers as a group.
2. All but one of the factors studied from the work of Wise et al. (1987) were perceived to be accurate by the participants in this study. This factor, found in teacher efficacy literature and supported by Wise et al. (1987), related to inexperienced teachers being placed in either inappropriate, or the least attractive first-year teaching assignments. It was not identified as an inhibitor to the recruitment or retention of black or white teachers.

3. The need for professional and social support groups to enhance the retention of the newly appointed black teacher surfaced in more than 60% of the responses. This factor was confirmed by a majority of the white teacher participants also. This factor, however, so strongly supported by participant response, was not identified in the literature related to teacher recruitment and retention reviewed for this study.
4. According to many of the study participants, an issue which still exists in the subject school district is that it is perceived that those making hiring decisions use legitimate affirmative action goals to screen teacher applicants out of the interview process. Other remaining issues perceived by the black participants include (a) 'token' minority teachers, (b) a practice of reverse-discrimination where positions are reserved for black persons, and (c) feelings of race discrimination toward many of the participants. Additionally, white teachers perceived special efforts toward the recruitment of black teachers to be professionally insulting.
5. Participant responses indicate that the majority of black teachers wanted only to be identified for their professional credentials. Participating black teachers responded that affirmative action goals, desegregation orders, and perceived quota systems could impair their ability to transfer, grow professionally, or become leaders within the school district in which they teach. A majority of white teachers responded that only professional credentials should be the basis for recruitment and retention activities.

The conclusions addressed the research questions of this study in the following ways:

1. Is there a difference in the attitudes between black and white first-year teachers related to the subject of black teacher recruitment and retention?

Yes. In the written responses of black teachers, they focused on the sincerity and respect accorded black teachers in the profession as well as the sincerity and respect that accompanied the recruitment of additional black teachers.

2. Is there a difference in the attitudes between male and female first-year teachers related to the subject of black teacher recruitment and retention?

No. Data compiled for this study do not support this notion.

3. What factors found in a review of literature were also identified by black and white first-year teachers as salient to the recruitment and retention of black teachers?

4. Which factors salient to the recruitment and retention of black teacher found in a review of literature were refuted by black and white first-year teachers?

Questions three and four were answered in the following way. Nine of the 10 factors studied were supported by perceptions of the population reported in the survey items. This was substantiated either in the Likert responses or the open-ended responses or both. Factor four (F4): "A teacher's first teaching assignment should be with students not difficult to succeed with and in a setting where success is readily attainable" was refuted by the

responses of the population. These teachers did not necessarily believe that first-year assignments should be customized for first-year teachers.

Recommendations

Within the context of the findings and conclusions of this study, the following recommendations are made:

1. The implementation of informal and formal support groups for new black teachers should be implemented in districts where blacks are a minority race. This can be among the most effective factors in improving recruitment and retention rates of black teachers.
2. School district staff members should share position vacancies with applicants and tenured teachers in a timely, and open manner to enhance perceptions of fairness as well as meet legal requirements of equality in the district.
3. This study should be replicated in other districts where priorities include increasing representations of Hispanic, Asian, Islander, or black teachers to investigate parity or disparity of findings. This study should also be replicated to study similar populations organized by teaching disciplines to note differences that may exist between disciplines. Knowledge rendered from such future study could aid school district staff members in increasing representation of any minority race in teaching.
4. Legislation to reduce red tape related to teacher certification and testing needs to be supported to enhance the perceptions of teachers that they are being treated as professionals.
5. The issue of teacher salaries should be studied in a separate project.

6. Further studies should be conducted on the recruitment and retention of black teachers. The same study might be replicated to include teachers from several school districts to confirm where the findings point to the same conclusions with similar emphases. More studies of a descriptive nature should be produced to develop these and similar findings into concentrated concept areas with which to develop appropriate theories. Knowledge rendered from such could diminish disparities in representation of blacks or other minority groups in teaching.
7. The culture of a district where the recruitment and retention of black teachers is of importance should be examined to measure parity or disparity with the findings of this study. Is racial bias present? Do some hiring decision-makers operate a system of "tokenism"? Is the concept of employment without regard to race national origin, religious or lifestyle affiliation or creed, written in employment documents and not practiced? Examining the culture of an organization can lead to the elimination of these flaws in order to have a positive effect on the recruitment and retention of black teachers.

School district staff members charged with increasing the numbers of black persons in the district should not rely only on quotas, affirmative action goals, court orders which direct desegregation, or school board policies to design strategies for meeting their charge. Instead, this issue should be approached from an educational viewpoint: all children of all types and races need teacher role models of all types and races. "At risk" children, especially,

have a great need for teacher role models of the same race. Racial diversity can be a source of strength for a school district. This diversity can be used to prepare all students to become a more qualified and well-rounded adult.

APPENDIX A
WRITTEN SURVEY INSTRUMENTS

(PILOT STUDY)

FIRST-YEAR TEACHERS August 15, 1989

Please respond by circling the appropriate letters after each statement:

SA = strongly agree
A = agree
N = neither agree nor disagree
D = disagree
SD = strongly disagree

a) Red tape, delay, and expense involved in the application process for certification as a teacher in Florida discourages teachers from accepting job offers in Florida.

SA A N D SD

b) The Florida Teacher Certification Examination and other testing requirements discourage teachers from applying for teaching jobs in Florida.

SA A N D SD

c) When you were recruited to teach in your current school district, information about job vacancies was readily available.

SA A N D SD

d) For teacher recruitment, decentralized hiring (by the principal) is more effective than centralized hiring (by the county office staff).

SA A N D SD

e) When you were pursuing your current job, the district office personnel were courteous, helpful, and knowledgable.

SA A N D SD

f) The Personnel Office staff in your district is adequately trained to provide the services they offer applicants.

SA A N D SD

g) At the time you were looking for your present job assignment, access to the principals was readily available.

SA A N D SD

h) I was hired more on the basis of my individual personal characteristics rather than on the qualifications required for the job.

SA A N D SD

i) I was hired more on the basis of the competencies required in the job than on my individual characteristics.

SA A N D SD

j) My first job in the district in which I currently work was too difficult for a beginning teacher.

SA A N D SD

k) My first job in the district in which I currently work should have been offered to a more experienced teacher and I should have been placed in a more appropriate assignment for a beginning teacher.

SA A N D SD

l) The Beginning Teacher Program (BTP) and assistance from the BTP support team members helped to improve my effectiveness as a teacher.

SA A N D SD

m) The BTP and assistance from the BTP support team member helped to encourage me to continue my teaching career.

SA A N D SD

Please complete the following statements with specific comments. Use the reverse side if necessary.

n) I accepted a job in the district I currently teach in because _____

_____

_____

o) If I were in charge of recruiting in my school district and wanted to recruit more minority teachers, I would _____

_____

_____

p) In a time when there is a shortage of minority teachers, a school district can compete to get the best of the minority teachers available by _____

_____

_____

q) I wish to make the following additional comments _____

_____

_____

Number of years teaching in your current school district _____

Total number of years experience in teaching _____

If you would agree to be interviewed to provide more specific information, please complete the following:

Your name_____
Day time phone number _____
Evening phone number _____

All written information and information shared in interviews will be reported anonymously. Thank you.

(PILOT STUDY)

FOURTH THROUGH SEVENTH-YEAR TEACHERS August 15, 1989

Please respond by circling the appropriate letters after each statement:

SA = strongly agree
A = agree
N = neither agree nor disagree
D = disagree
SD = strongly disagree

a) My first job in the district in which I currently work was too difficult for a beginning teacher.

SA A N D SD

b) My first job in the district in which I currently work should have been offered to a more experienced teacher and I should have been placed in a more appropriate assignment for a beginning teacher.

SA A N D SD

c) The Beginning Teacher Program and assistance from the BTP support team members helped to improve my effectiveness and are factors which encouraged me to continue my teaching career.

SA A N D SD

Please complete the following statements with specific comments. Use the reverse side if necessary.

d) I accepted a job in the district I currently teach in because _____

_____

_____

_____

_____

e) I continue to work in my current school district because _____

_____

_____

_____

f) How can our school district work to retain minority persons by encouraging them not to pursue employment in other school districts or other fields of work?

_____

_____

_____

_____

g) I wish to make the following additional comments _____

_____

_____

_____

_____

_____

If you would agree to be interviewed to provide more specific information, please complete the following:

Your name_____
Day time phone number _____
Evening phone number _____

All written information and information shared in interviews will be reported anonymously. Thank you.

(PILOT STUDY)

TEACHERS WHO RESIGNED August 15, 1989

Please respond by circling the appropriate letters after each statement:

SA = strongly agree
A = agree
N = neither agree nor disagree
D = disagree
SD = strongly disagree

a) Red tape involved in the application process for certification as a teacher in Florida was a factor in my resigning from the last school district for which I worked.

SA A N D SD

b) Taking the Florida Certification Examination was a factor in my resigning from the last school district for which I worked.

SA A N D SD

c) In the last school district I worked, vacancy information for teachers who wanted to transfer to another school was readily available.

SA A N D SD

d) In the previous school district I worked, my last job assignment should have been offered to a more experienced teacher and I should have been placed in a more appropriate assignment for a teacher with my level of experience.

SA A N D SD

e) The lack of an effective support network was a factor in my resigning from the last school district for which I worked.

SA A N D SD

f) Low salary was the major reason I resigned.

SA A N D SD

Please complete the following statements with specific comments. Use the reverse side if necessary.

g) I resigned from the last school district for which I worked because _____

_____

_____

h) How could the school district for which you last worked encourage more teachers to continue working in that district ? _____

_____

_____

i) I wish to make the following additional comments _____

_____

_____

_____

_____

If you would agree to be interviewed to provide more specific information, please complete the following:

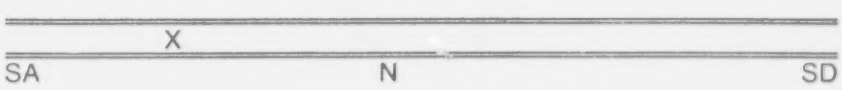
Your name_____
Day time phone number _____
Evening phone number _____

All written information and information shared in interviews will be reported anonymously. Thank you.

Please respond by placing the symbol X on the scale below each item to indicate your degree of agreement/disagreement.

SA = strongly agree N = neither agree nor disagree SD = strongly disagree

Example:



1) Red tape, delay, and expense involved in the application process for certification as a teacher in Florida discourages teachers from accepting job offers in Florida.

SA N SD

2) When you were recruited to teach in your current school district, information about job vacancies was readily available.

SA N SD

3) For teacher recruitment, decentralized hiring (by the principal) is more effective than centralized hiring (by the county office staff).

SA N SD

4) When you pursued your current job, the district office personnel were courteous, helpful, and properly trained and professional.

SA N SD

5) When you were looking for your present job assignment, access to the principals was readily available.

SA N SD

6) The BTP and assistance from the BTP support team member helped to sharpen my skills and encouraged me to continue my teaching career.

SA N SD

7) I received the administrative support I needed to succeed during my first year of teaching in this district.

SA N SD

8) This school system works hard at retaining minority teachers by fair and equitable treatment.

SA N SD

9) This school system retains its teachers by providing decent working conditions, materials, and support.

SA N SD

10) The BTP relieved some of the pressures of my first year.

SA N SD

11) I was given the assistance I needed in order to get this past year organized and was provided the information I needed on how the system works.

SA N SD

12) I was given the proper assignment for my skills and experience.

SA N SD

13) I felt actively encouraged or recruited to seek the teaching position I now have.

SA N SD

14) Information on job vacancies was readily available to me and the process of securing a position was not a discouraging one.

SA N SD

Please complete the following statements with specific comments. Use the reverse side if necessary.

15) I accepted a job in the district I currently teach in because _____

_____

_____

16) I continue to work in my current school district because _____

_____

_____

17) If I were in charge of recruiting in my school district and wanted to recruit more minority teachers, I would _____

_____

_____

18) How can our school district work to retain minority persons in teaching?

_____

_____

_____

_____

19) In a time when there is a shortage of minority teachers, a school district can compete to get the best of the minority teachers available by _____

_____

_____

20) I wish to make the following additional comments _____

_____

_____

21) Grade level(s) you taught for a majority of the 1989-90 school year _____

Please fill in the blanks:

22) Name of the school(s) where you worked for a majority of the 1989-90 school year

_____ _____

_____ _____

Total number of years experience (completed) in teaching _____

APPENDIX B
LETTERS TO PARTICIPANTS

July 20, 1989

Dear :

I am studying Factors Affecting the Recruitment and Retention of Black Teachers for our school district. As part of the study, I am soliciting selected members of FASPA to serve as human resources experts by critiquing the attached survey instruments.

On the attached survey drafts, please jot any comments which reflect your suggested revisions to the survey. Your feedback will enable me to provide a more effective instrument in probing for specific data which reflect true feelings of the teachers who participate.

Your expertise, time, and cooperation with this project will be greatly appreciated. If you need further specific information, please call me at (407) 422-3200, extension 780. Your assistance in returning the items within 14 days will be greatly appreciated. An addressed, stamped envelope is enclosed.

If you desire a copy of the results, please indicate so below on this letter. Thank you for your time regarding this matter.

Sincerely,

Joseph Wise
Senior Administrator,
Personnel Services

Enclosures

☐ Please provide me a copy of the survey results.
☐ I do not desire a copy of the survey results.

August 14, 1989

Dear Colleague:

I am studying Factors Affecting the Recruitment and Retention of Black Teachers. As part of the study, I am soliciting selected persons who once served as teachers in the Orange County Public Schools to provide some of their experiences as a teacher or teacher applicant.

Please complete the attached questionnaire and return to me in the envelope provided. It is not necessary for you to provide your name if you so choose, however, if you are willing to be interviewed to provide more specific information please indicate so on the form. Your candid feedback is critical to the success of this project and to this critical need in public education.

Thank you in advance for your time and cooperation. Your assistance in returning the survey within ten days will be greatly appreciated. An addressed, stamped envelope is enclosed.

Sincerely,

Joseph Wise
Senior Administrator,
Personnel Services

Enclosures

August 14, 1989

Dear OCPS Teacher:

I am studying Factors Affecting the Recruitment and Retention of Black Teachers. As part of the study, I am soliciting selected members of the OCPS teaching staff to provide feedback regarding some of their experiences as a teacher or teacher applicant.

Please complete the attached questionnaire and return to me in the envelope provided. It is not necessary for you to provide your name if you so choose, however, if you are willing to be interviewed to provide more specific information, please indicate so on the form. Your candid feedback is critical to the success of this project and to this critical need in public education.

Thank you in advance for your time and cooperation. Your assistance in returning the survey within ten days will be greatly appreciated. An addressed, stamped envelope is enclosed.

Sincerely,

Joseph Wise
Senior Administrator,
Personnel Services

Enclosure

June 29, 1990

Dear OCPS Teacher:

I am studying factors salient to the recruitment and retention of teachers for our district. As part of the study, I am soliciting selected members of the OCPS teaching staff to provide feedback regarding some of their experiences as a teacher and teacher applicant.

Please complete the attached questionnaire and return it to me in the envelope provided. It is not necessary for you to provide your name as the results will be tabulated in a manner reflecting anonymity. Your candid feedback is critical to the success of this project and to this critical need in public education.

Thank you in advance for your time and cooperation. Your assistance in returning the survey within ten days will be greatly appreciated. An addressed, stamped envelope is enclosed.

Sincerely,

Joseph Wise
Senior Administrator,
Personnel Services

Enclosure

APPENDIX C
INSTRUCTIONS TO PARTICIPATING INTERVIEWER

October 3, 1989

MEMORANDUM

TO: MILDRED EASON
Teacher on Special Assignment
Minority Recruitment

FROM: JOSEPH WISE
Senior Administrator,
Personnel Services

SUBJECT: INTERVIEWS WITH SELECTED BLACK TEACHERS

Thank you for agreeing to participate in my study entitled Factors Associated with the Recruitment and Retention of Black Teachers in an Urban School District. Following in a list of instructions summarizing our previous discussion.

1. Greet the participant in a manner which will advise the participant as to the purpose and importance of the study.

2. Tell the participant that you are a black teacher on special assignment and briefly describe your position duties and responsibilities.

3. Let the participant know that the interview will take approximately 25 minutes.

4. Read each item and probe for specific response to the item.

5. Record specific response dialogue.

6. Thank the participant at the end of the session.

7. As you complete each interview, please return the interview guide to me within 24 hours.

Your time, talent, and expertise will be invaluable to the results of this project. Thank you again for your cooperation and enthusiasm.

APPENDIX D
TELEPHONE INTERVIEW GUIDES

INTERVIEW GUIDE
(PILOT STUDY)

FIRST-YEAR TEACHERS October 2, 1989

Please make the following statements while prompting persons to offer specific and candid information. Write specific dialogue in the blanks.

a) My first job in the district in which I currently work was too difficult for a beginning teacher.

_____

_____

_____

b) My first job in the district in which I currently work should have been offered to a more experienced teacher and I should have been placed in a more appropriate assignment for a beginning teacher.

_____

_____

_____

c) The Beginning Teacher Program and assistance from the BTP support team members helped to improve my effectiveness and are factors which encouraged me to continue my teaching career.

_____

_____

_____

d) I accepted a job in the district I currently teach in because _____

_____

_____

_____

_____

e) I continue to work in my current school district because _____

_____

_____

_____

f) How can our school district work to retain minority persons by encouraging them not to pursue employment in other school districts or other fields of work?

_____

_____

_____

_____

g) Do you have any additional comments? _____

_____

_____

_____

_____

_____

INTERVIEW GUIDE
(PILOT STUDY)

FOURTH THROUGH SEVENTH-YEAR TEACHERS October 2, 1989

Please make the following statements while prompting persons to offer specific and candid information. Write specific dialogue in the blanks.

a) Red tape, delay, and expense involved in the application process for certification as a teacher in Florida discourages teachers from accepting job offers in Florida.

_____

_____

_____

b) The Florida Teacher Certification Examination and other testing requirements discourage teachers from applying for teaching jobs in Florida.

_____

_____

_____

c) When you were recruited to teach in your current school district, information about job vacancies was readily available.

_____

_____

_____

d) For teacher recruitment decentralized hiring (by the principal) is more effective than centralized hiring (by the county office staff).

_____

_____

_____

e) When you were pursuing your current job, the district office personnel were courteous, helpful, and knowledgable.

_____

_____

_____

f) The Personnel Office staff in your district is adequately trained to provide the services they offer applicants.

_____

_____

_____

g) At the time you were looking for your present job assignment, access to the principals was readily available.

_____

_____

_____

h) I was hired more on the basis of my individual personal characteristics rather than on the qualifications required for the job.

_____

_____

_____

i) I was hired more on the basis of the competencies required in the job than on my individual characteristics.

_____

_____

_____

j) My first job in the district in which I currently work was too difficult for a beginning teacher.

_____

_____

_____

k) My first job in the district in which I currently work should have been offered to a more experienced teacher and I should have been placed in a more appropriate assignment for a beginning teacher.

_____

_____

_____

l) The Beginning Teacher Program (BTP) and assistance from the BTP support team members helped to improve my effectiveness as a teacher.

_____

_____

_____

m) The BTP and assistance from the BTP support team member helped to encourage me to continue my teaching career.

_____

_____

_____

n) I accepted a job in the district I currently teach in because _____

_____

_____

_____

_____

_____

o) If I were in charge of recruiting in my school district and wanted to recruit more minority teachers, I would

_____

_____

_____

p) In a time when there is a shortage of minority teachers, a school district can compete to get the best of the minority teachers available by

_____

_____

_____

q) Do you have any additional comments?

_____

_____

_____

INTERVIEW GUIDE
(PILOT STUDY)

TEACHERS WHO RESIGNED October 2, 1989

Please make the following statements while prompting persons to offer specific and candid information. Write specific dialogue in the blanks.

a) Red tape involved in the application process for certification as a teacher in Florida was a factor in my resigning from the last school district for which I worked.

_____

_____

_____

b) Taking the Florida Certification Examination was a factor in my resigning from the last school district for which I worked.

_____

_____

_____

c) In the last school district I worked, vacancy information for teachers who wanted to transfer to another school was readily available.

_____

_____

_____

d) In the previous school district I worked, my last job assignment should have been offered to a more experienced teacher and I should have been placed in a more appropriate assignment for a teacher with my level of experience.

_____

_____

_____

e) The lack of an effective support network was a factor in my resigning from the last school district for which I worked.

_____

_____

_____

f) Low salary was the major reason I resigned. _____

_____

_____

_____

g) I resigned from the last school district for which I worked because _____

_____

_____

h) How could the school district for which you last worked encourage more teachers to continue working in that district ? _____

_____

_____

i) Do you have any additional comments? _____

_____

_____

_____

_____

APPENDIX E
WRITTEN SURVEY AND TELEPHONE INTERVIEW RESPONSES
(PILOT STUDY)

Item 1

First-Year Teacher Responses to Interviewer A

- i agree whole heartedly, it takes too much time . . . not enough staff in Tallahassee . . . this hassle gets back to others thinking about teaching. It is a turnoff.
- I agree, if I were coming from out-of-state, I would feel put upon to prove my competence in this manner.
- I disagree, I feel if you really want the job . . . go through the red tape . . . everything has red tape involved.
- I disagree. It is very slow. There ought to be a way to get it accomplished quicker.

First-Year Teacher Responses to Interviewer B

- The fee that is required with no information about the test itself does discourage minorities. Most time you don't know what is expected on that test.
- It is extremely expensive and it is at a time when people do not have extra money.
- I believe the exam is costly and doesn't readily prove whether one is capable or incapable of teaching.
- While red tape, delays, and expenses are factors in discouraging teachers from accepting jobs in Florida, politics and other methods prevent many from considering a career in teaching.
- Yes.

- Yes, being referred from one person to another and sent in all different directions still not gaining the proper information would discourage anyone.

Resigned Teacher Responses to Interviewer A

- This is not true. (6 responses)

Resigned Teacher Responses to Interviewer B

- I disagree with this statement.
- I disagree. (4 responses)

Item 2

First-Year Teacher Responses to Interviewer A

- I disagree. [It is a] fair exam, everyone is expecting that professionalism is the big issue . . . most look forward to it.
- It is embarrassing to go through a competency when lots of times your level of competency is greater than that of the interviewer and that of the test writer.
- I disagree. Again . . . another way of weeding out disqualified or underqualified teachers. The standards of the tests should be higher.
- I disagree. I thought it was kind of easy.

First-Year Teacher Responses to Interviewer B

- The test itself does not discourage us, it's the fee and not receiving any information about the test.
- The process is expensive.
- I think it is difficult for prospective teachers who are educated in other states to know exactly what the Florida Teachers Exam might entail.

- I believe the exam does discourage certain individuals from applying for a job, because they don't feel they should have to prove themselves.
- The Florida Teacher Certification Examination, and other testing requirements, should be evaluated to determine if it is a testing of ones true abilities to teach or if many competent teachers are lost because of this.
- Yes, the teacher certification examination does not measure your love for teaching, love for children, commitment, and creativeness.

Resigned Teacher Responses to Interviewer A

- I disagree with this. (4 responses)
- This was not a factor.

Item 3

First-Year Teacher Responses to Interviewer A

- Yes, I used the job vacancy hotline.
- I disagree. I had to seek, find, beg . . . no information was available (I am currently employed as a social worker).
- I agree. When I went to Personnel . . . I got vacancies; they do an excellent job.
- I have no knowledge here. I was sought after; I was recruited.

First-Year Teacher Responses to Interviewer B

- No, I got my information from a friend who had heard about the vacancy.
- No. I think we need a vacancy hotline.
- I agree.

- I concur. I used a list to call the principals, but there needs to be a job hotline.
- I was never recruited to teach in the school district and have seen little or no indications of active recruitment or career assistance in my behalf.
- I feel, if it had not been for the Minority Teacher Recruitment Program, I would not have a position today.

Resigned Teacher Responses to Interviewer A

- My principal kept teachers informed.
- I did not see a transfer list but I was happy at the school where I taught.
- It was readily available.
- It was. (4 responses)
- No, it seemed rigged for me to be unable to move closer to home.
- Yes. (4 responses)

Item 4

First-Year Teacher Responses to Interviewer A

- No! I had a lot/enough school-level and district-level support.
- No.
- I disagree . . . it was hard . . . a brand new school has lots of extra challenges but a hard worker can overcome such.
- No!

First-Year Teacher Responses to Interviewer B

- No and I brought too much experience into this position.
- My job was not too difficult for a beginning teacher.

- I believe it was too difficult, because I had to teach several different disciplines (subjects).
- While the job requires diversified skills and methods, it is not too difficult if one is willing to work.
- No, I found the job to be both challenging and rewarding.

Tenured Teacher Responses to Interviewer A

- Teaching was not the problem--structure of the BTP gave all responsibility to the teacher to add to taking certification classes. There needs to be less pressure - filled for new teacher. Teaching was not my major.
- Not too difficult looking back at it now--I transferred from [another] county that had several little jobs--I was not able to settle into one for a year -- that part was hard.
- It was not too difficult I did need more help getting organized as to how the system works, but it did not stop me from performing--I'm a go-getter.
- No--I had a variety of previous assignments.
- No--I had six years [previous] experience
- The situation was not good--I didn't get much help from the head of the department.

Tenured Teacher Responses to Interviewer B

- My first job in the district was not as difficult as it was time consuming. I was required to do much more than my colleague, even though I had more years of experience. I was using a modern method of teaching that this district was not yet familiar with.

- My first job in the district in which I currently work was too difficult for a beginning teacher was not applicable in my situation because I had previous experience from another county before coming to . . . County.
- My first job in the district in which I am currently working was not too difficult for a beginning teacher. I did not encounter any problems that I could not handle as a beginning teacher.
- My first job was not difficult.
- No! I don't think so - I used to work with pre-k[indergarten] students before coming here as a kindergarten teacher. I'm a pro!
- It really was too difficult for I had six classes and five preparations.

Item 5

First-Year Teacher Responses to Interviewer A

- No!
- I disagree . . . I came and I did a fine job.
- I was an experienced professional.
- I disagree.

First-Year Teacher Responses to Interviewer B

- No, not true for me.
- The job was appropriate.
- The position was challenging; therefore, I feel it would be suitable for internship, rather than a beginning teacher position, because you're exposed to more application vs. theory.
- My first job in the district is one in which I gained experience, methods in teaching, counseling and human development. I have

long exceeded the time for advancement to a more challenging position.

- This is not true.
- No, I feel that I'm well prepared to handle the duties of my position.

Tenured Teacher Responses to Interviewer A

- I [was] fine in the classroom without the other pressure. An experienced teacher would have done a better job, but you have to start somewhere. Floating [from one classroom to another] also added to the pressure. Teachers need to have a successful first year.
- No--no problem once I got the full-time position.
- No--I had the knowledge I needed in my subject area -- again I needed help with how the program was being run.
- No--I was an experienced teacher.
- No--[there were] no problems.
- Yes--the first year I had several temporary positions. I could have used more support from the principals.

Tenured Teacher Responses to Interviewer B

- I came into the district with several years of experience. This gave me the stamina to cope on many occasions. It was the first year of inception and all involved were in training together. Under normal circumstances a beginning teacher should have very few problems.
- Not applicable.
- My first job in the district in which I am currently working was no problem. I was able to handle myself in the position.

- The assignment I received as a beginning teacher was appropriate for me.
- No way -- I taught pre-k[indergarten] for 13 years. I had a degree too, but just didn't make it to the school board to fill out an application. I enjoyed pre-k[indergarten] but I was ready for a change, so now I 'm with the school system.
- A more experienced teacher would have known how to adjust her class assignments to avoid excess amount of paperwork.
- No. (3 responses)

Item 6

First-Year Teacher Responses to Interviewer A (first statement above)

- This is not so!
- I agree.
- No one knew what to do.
- I agree . . . but I already decided on this as a long-term career.

First-Year Teacher Responses to Interviewer B (first statement above)

- Not applicable.
- All through my first year of teaching, I had encouragement and support as I needed it.
- This statement doesn't apply to me since I have not been allowed the opportunity to participate in this program.
- I feel that they are supportive in telling you if you need them to call, however, they should accentuate the positive in giving more verbal encouragement.
- I concur.

First-Year Teacher Responses to Interviewer A (second statement above)

- I agree . . . especially peer support on classroom management and time management.
- I have received no help [as of] yet. Perhaps it is not adequately defined to help social workers.
- Yes.
- It could have been more successful if the peer teacher had wanted to do the job . . . you would have gotten more effort from her.

First-Year Teacher Responses to Interviewer B (second statement above)

- It's cumbersome for someone who has been in the work force as long as I have should not have to go through the BTP. For brand new teachers it's okay.
- I had plenty of help from my peer teacher and anytime I needed assistance from the support team they were available.
- I concur.
- I have not participated in the BTP but from my observations, its effectiveness depends on the teachers who are assisting. It works.
- No.
- No, but they have been supportive.

Tenured Teacher Responses to Interviewer A

- This is basically true--a couple people on the team really helped and encouraged me--may not have stayed without them--some others were not lucky enough to have a good team and they left the profession.
- No--I don't remember it--there was no support team.
- It was not in existence at that time. (2 responses)
- Yes--[it was] very helpful to me.
- Yes [although] the assertive discipline seminar in February would have been more helpful at the beginning of the year.

Tenured Teacher Responses to Interviewer B

- The BTP and its support team members helped to enhance my effectiveness in the classroom, once we were all clear on what was expected of us.
- The BTP and assistance from its support team was very helpful to me in improving my performance as a teacher.
- The Beginning Teacher Program and the support team helped me "sharpen" my skills.
- Yes it's helping me but I want to be a teacher so I'll continue whether ya'll have the program or not.
- The BTP support team was helpful in suggesting ways to improve classroom management.
- Yes it's helping me but I want to be a teacher so I'll continue whether ya'll have the program or not.

- The BTP support team was helpful in suggesting ways to improve classroom management.

Item 7

First-Year Teacher Responses to Interviewer A

- I agree. When you go to the school you get an idea as to exactly what to expect. The principal knows more about job possibilities and their own level of expectation.
- I am not a proponent of centralized hiring. Decentralized is closer to the people . . . see the supervisor style, work location, . . . it is more expedient.
- I agree because principals know specific personal characteristics needed for that school.
- It's more effective for the principal to choose . . . Knows [the] staff and who will fit in.

First-Year Teacher Responses to Interviewer B

- Decentralized hiring by principal is not more effective because they will hire you because they know you rather than on your ability.
- Decentralized is best.
- Centralized hiring is more effective! With the decentralized approach, it is difficult to know where there are openings
- I believe the principal is more effective in selecting the personnel for his or her school.
- Both the school and the county office should be involved in hiring, but the focus must be on the one common objective--hiring teachers who will teach.

- Yes, when there is personal contact made in your behalf directly to the principal there is a more success in obtaining a position.

Item 8

First-Year Teacher Responses to Interviewer A

- For my current position I started as a substitute . . . they were great all the way through.
- I agree . . . they were always courteous but did not appear to possess technical knowledge of my field.
- I agree they were able to answer questions.
- No . . . inaccurate information was given with regards to certification. They did not want to give specifics.

First-Year Teacher Responses to Interviewer B

- I got the feeling that they were overworked. In consideration of that, I guess you could say that they were helpful. Staff members don't have the time to help you with forms and officials are too overloaded to return calls within a reasonable amount of time.
- Yes, but they are overworked.
- They gave me an application and on my own I contacted the program consultant.
- I am currently pursuing a very exclusive job. Much of the information is confusing and conflicting.
- They were as helpful as they could be, being understaffed there was always loss of contact and missed placed information.
- They were rude, obnoxious, and impersonal.

Item 9

First-Year Teacher Responses to Interviewer A

- Yes.
- Please refer to my previous comments.
- I agree. They were able to answer questions.
- Yes they are.

First-Year Teacher Responses to Interviewer B

- It appears that they are. It's just not enough of them for a district this size.
- All they did was give me an application.
- The personnel staff for my district are not properly trained, nor are they professional.
- I have no knowledge of the training process but most seem to do their jobs.
- This is true.
- Yes, but understaffed. Personnel [staff members were] not always available to give prompt and individual attention.

Item 10

First-Year Teacher Responses to Interviewer A

- Yes, because I was recruited and immediately referred to principals.
- Yes, principals returned my phone calls.
- I disagree, I went directly to the supervisor.
- Yes.

First-Year Teacher Responses to Interviewer B

- No! I did not have access to the principals. I just didn't know where to begin. Minorities in general are like that. We don't know where to begin!
- It was not always easy to get in to see the principal.
- I agree.
- I concur.
- Principals are usually available for calls and appointments.
- Yes, through the Minority Teacher Recruitment Program.

Item 11

First-Year Teacher Responses to Interviewer A

- Both . . . I went into Sednet (a joint venture with HRS) . . . They saw my talent as a county HRS liaison and chose me.
- Yes, many were qualified; they needed by personality and individual set of experiences.
- I thought the only reason I was sought out was because I was black . . . this makes me feel ambivalent . . . it was odd that two principals called . . . I really liked . . . elementary school . . . other classmates that were white did not have the same experience as I [did].

First-Year Teacher Responses to Interviewer B

- I am over qualified for my present position!
- I believe I was hired more on the basis of personal characteristics.
- I was hired based on my qualifications and individual characteristics.
- I agree with this, too.

- At the time that I was hired, it was probably due to experience and qualifications.
- I feel that priority was given to the personal aspect, however, my qualifications and training were also taken into account.

Item 12

First-Year Teacher Responses to Interviewer A

- Please refer to my previous comments.
- No.
- Please refer to my previous comments. (2 comments)

First-Year Teacher Responses to Interviewer B

- Yes. (2 responses)
- I don't believe my principal understood the competencies involved in my area.
- I believed I was hired based on my qualifications to fulfill the job.
- This is a true statement.
- I would hope that I was hired based on my competency.

ADDITIONAL INTERVIEW RESPONSES

First-Year Teachers (Interviewer A)

n) I accepted the job in the district I currently I teach in because

- I love working with kids.
- I wanted to change, become a more versatile social worker.
- I was offered a position and I was impressed with the principal and the environment was great.
- I wanted to teach and it was available because home is here.

o) If I were in charge of recruiting in my school district and wanted to recruit more minority teachers, I would
   - provide examples and/or opportunities for upward mobility such as to administration.
   - conduct black college visits.
   - go out to the work force, media, advertising, churches, and sororities locally.
   - recruit at colleges.
   - help interested candidates individually.
   - use minority teachers to help recruit. They can testify that minority students really need them in role model positions.
   - go to predominately black colleges.

p) In a time when there is a shortage of minority teachers a school district can compete to get the best of the minority teachers available by
   - going to those predominately black colleges.
   - let them know exactly what to do to be considered for a job in the district.
   - help individuals through the process.
   - get off color . . . get on professionalism and appropriate role models.
   - no response.
   - prove why this county offers more opportunities than another county.

q) Do you have any additional comments?

- I hope that standards aren't being lowered to accommodate more black teachers.
- no.
- I am really saddened that more has not been done.
- I'd like to be involved in recruiting.

First-Year Teachers (interviewer B)

n) I accepted the job in the district I currently I teach in because

- my former position was phased out. I taught 11 1/2 years criminal justice at the vocational level.
- I needed the job.
- I enjoy working with teenagers. I find them challenging and unique (I also live in this district).
- I am very effective in all domains required for learning and development and I enjoy teaching.
- because the job market for teaching here in Orange County is very good because a continuing pattern of population growth and personal and professional satisfaction.

o) If I were in charge of recruiting in my school district and wanted to recruit more minority teachers, I would

- go where the minorities are and stop making a verbal show about recruiting. The paperwork that is required is so unnecessary.
- I would establish a networking system with the black colleges and the personnel department here.

- 1) encourage minority teachers to get involved in the recruiting process; 2) cater to black universities; 3) give scholarships to local high school students.
- I feel that recruitment for minority teachers should start as early as middle school. Someone should stay in touch with the kids that want to become teachers to show and tell them how rewarding it will and can be.

p) In a time when there is a shortage of minority teachers a school district can compete to get the best of the minority teachers available by

- providing helpful information and following up on your promises.
- being active in the placement departments at black colleges.
- offering scholarships, awards, prizes to individuals that help in the recruitment process.
- doing the above and stop allowing a system of door closing and game playing on many who are willing and able to teach.
- offering impressive salaries, and an appreciation of the cultural aspect that minority teachers can offer to the teaching profession.

q) Do you have any additional comments?

- You say that you want minorities but it's a lot of lip service.
- The Minority Teacher Recruitment Program needs to be publicized more (a monthly newsletter) brochures given with job applications.

- No. (4 responses)
- The district should seriously consider abolishing many of the practices which amounts to discrimination. The methods are known by many who are playing the game.
- Don't make the minority teachers feel that they are hired as tokens, but, let there be an appreciation for a great teaching ability.

Tenured Teachers (Interviewer A)

d) I accepted a job in the district I currently teach in because

- I had decided that I wanted to teacher and this [county] is my home. [My] parents, sister, grandparents, all teachers, --saw it as a thankless, low paying position. I went into banking [seven years] before I changed careers.
- I was unemployed--I needed a job--I was trained.
- I saw a need that I thought I could fill--I didn't need a job that bad.
- [I] wanted to teach between [my] federal [government] employment and retirement--I had a lot of experience with adults and wanted to self-actualize and help the school system. I left federal employment in Orlando.
- this was the first job offered to me that was not private school or out of my field.
- the pay was better--and it was close to home.

Tenured Teacher Responses to Interviewer A

e) I continue to work in my current school district because

- I feel like I'm so needed--particularly as a black teacher for black students who need a role model.
- I have an excellent administrator--The school is close to home - I have a self contained classroom--I'm good at what I do!
- I still see a need--it's not fully being attacked as I feel it should be--that's why I stay.
- the stress of the position is causing me to re-evaluate at this time. The issue of older workers being viable in the work place concerns me.
- I enjoy what I do and I enjoy my school.
- I enjoy what I'm doing--I'm getting a tremendous amount of help from the staff and administration.

f) How can our school district work to retain minority persons by encouraging them not to pursue employment in other school districts or other fields of work?

- We have to treat them as if they're worth something, in pay and support. You cannot expect a person to give 150% without motivation.
- The school system is one of slowest to change.
- The racial issue is ingrained in every aspect of teaching. We should openly acknowledge racial biases which are allowed to perpetuate under cover by everyone.
- The need for a minimum number of black teachers is why we get jobs. I would not have this position if it weren't mandated.
- Treat them as equals; that's all they want.

- There are limits to what the school system can do--society's attitudes are reflected--sets the tone and direction that the school system has no choice but to follow.
- Society dictates that we have to take over parenting of children. Its none than education. Negro involvement in the process [of minority retention] at [an] early level tends to provide an environment that is more attractive. Are negroes leaving or being eliminated? I know how you do that while your saying that you're not doing it. Regarding paddling negro children: the superintendent [was] taken to task for paddling too many negro [students] . . . it means that negro kids cut up more. They are more frustrated -- have less support at home.
- Administrative rapport across staff--faculty lines needs to reach appropriate levels. Just putting a black administrator in doesn't always do it.
- Some do it, but some don't.
- Blacks need power positions within the system--not sorry people--we all suffer if they are weak.
- I feel very deeply about teaching and am committed to it -- one teacher can't do it--we have to be a team.
- By hiring more minorities for minority schools--the students need role models.
- Black students are not made to feel a part--this is where it starts--a lot of them don't feel any loyalty to the school and so they don't return as teachers.

g) Do you have any additional comments?

- You can't expect a person on the front lines facing these kids every day unless they have decent working conditions, materials, and support. One year I didn't even have books for my students, and the principal told me to "give the few books to the advanced students because the others can't read it anyway." Another time a parent complained at the county office and we had books in two days. The schools need to be equal in facilities and materials instead of one school having so much more than another.
- Like all schools districts, there is room for improvement. They are not meeting the need of the majority of the minority students. Call me again if I can be of any help.
- I don't understand why principals are reluctant to hire minorities--there doesn't seem to be a ratio between black and white teachers.
- The [students] need to be pushed and encouraged and motivated to see school in a more positive light, so that they will consider a teaching career.

Tenured Teachers (Interviewer B)

d) I accepted a job in the district I currently teach in because

- I agree with most of the district's philosophy on education. I also saw where I could contribute positively, in assisting students, especially those "at-risk," in building self-esteem, setting proper goals and planning strategies to reach them.

- of my desire to continue my professional growth and work in the area of media. I have had the opportunity to work in the post secondary education and this allowed me to experience the kinds of materials needed for this level.
- I was born and reared in the city in which the school district is located. The district played an important and excellent role in my education and therefore I wanted to work and continue to help in educating others in the district.
- of the salary, vacation, and hours.
- I was not willing to relocate and I really want to teach pre-k.
- then my husband was on assignment outside the states for 18 months and I could stay with my parents.

e) I continue to work in my current school district because

- this district maintains a higher salary increase than most neighboring districts. Also this district is now doing much for teachers in keeping them abreast with new developments in the field of education.
- of my interest in providing activities for children and materials for teachers in print and non-print material to enrich lives through education.
- it strives very hard to offer the best education to every student and to offer the best employment advantages to teachers and other school personnel.
- of my school's location from where I live -- it's only 10 minutes away.

- It's a job. I am glad for it and I enjoy it.
- I like my present work site; my teaching assignment and the support given me by the supervisory/administrative personnel.

f) How can our school district work to retain minority persons by encouraging them not to pursue employment in other school districts or other fields of work?

- The district could help in retaining more minority teachers by placing more minority in administrative positions. This could help to decrease the intimidation of minority teachers.
- I feel very strongly that the promotion of more minority persons in administrative positions will assist in addressing the concern of the district wherein employment is pursued in other districts or fields of work.
- Our school district can retain minority persons by making sure they are hired and are able to continue to work and receive fairness and equal treatment in their roles as teachers and also as they pursue positions as administrators.
- More representation of blacks throughout the schools and within the district -- I don't believe the quotas are right. I've noticed more blacks being assigned to schools as assistant principals within in the last two years.
- If everybody would just be fair and treat folk like they would want to be treated, like equals. Don't leave out the pay that always help folk to stay on a job.

- I think the salary schedule and job promotions/opportunities should be kept in line with the other fields of employment.

g) Do you have any additional comments?

- During my experience as a beginning teacher unnecessary situations arose that could have been demoralizing and discouraging to a true beginning teacher. There were others on the other hand, who offered motivation and much encouragement. Consequently, my experience was rewarding and beneficial. I was not reemployed by the school I did my BTP, but has no problem getting employment in another school within the same district. I was offered a job in another district, but made the choice to remain in this district.
- The support staff for the schools are very inadequate to do the kind of job expected to be done. In my particular situation, I have had very strong administrative support and the volunteer section of our school management has increased in the last couple of years.
- [The district] is indeed, getting "Better Than Ever!" They need to keep employing more blacks, utilize them as consultants, resource and support persons rather than just as "tokens!"
- Now what's going to happen after this survey is done? Will we know or even see some results? My school is a fine working environment--put that in--and I think blacks are treated fairly but I don't understand why there is no more in the higher levels of administration!

Resigned Teachers (Interviewer A)

e) The lack of an effective support network was a factor in my resigning from the last school district for which I worked.
   - no there was good rapport with principal and staff at the school
   - I disagree.
   - not true. (3 responses)

f) Low salary was a major reason I resigned.
   - not true.
   - no.
   - yes.

g) I resigned from the last school district for which I worked because
   - [of[a lack of student discipline.
   - I did not want to be in a classroom.
   - my new job offered a higher salary.

h) How could the school district for which you last worked encourage more teachers to continue working in that district?
   - The principal should discipline students more effectively.
   - Until the state pays qualified teachers more money, we will always lose good teachers. Salaries are the pits in central Florida, for teachers, my main reason for resigning was that I did not want to be in a classroom!
   - Pay teachers more. (3 responses)

I) Do you have any additional comments?
   - Teaching is a worthy profession.
   - No. (6 responses)

Resigned Teachers (Interviewer B)

e) The lack of an effective support network was a factor in my resigning from the last school district for which I worked.
   - There was very little support offered at my school. I felt alone at times.
   - I disagree. (4 responses)

f) Low salary was a major reason I resigned.
   - Teachers' salaries are an embarrassment. I would agree with this.
   - Somewhat . . . it's one of the reasons.
   - Not true.
   - This is not true. (2 responses)

g) I resigned from the last school district for which I worked because
   - salary was lower than in my current job.
   - it was time for me to change.
   - I needed more money. (3 responses)

h) How could the school district for which you last worked encourage more teachers to continue working in that district?
   - Raise salaries. (4 responses)
   - Promote more blacks to positions to be able to hire more blacks.

I) Do you have any additional comments?
   - no, thank you.
   - no. (4 responses)

ADDITIONAL WRITTEN RESPONSES

First-Year Teachers

n) I accepted a job in the district I currently teach in because

- I live in this particular school district.
- I had substituted in the area and looked forward to the challenge of a diverse group of students.
- of the relentless effort and cooperation of one principal.
- I wanted to work in Orange County.
- I wanted to teach, job was offered.
- simply - I needed a job.
- I desired to change my position with the state to a schedule more suitable that did not require on-call responsibilities but allowed a high level of job satisfaction.
- [of the] reputation of the exceptional education program.
- salary. (7 responses)
- Orange County paid more than surrounding systems and was supposed to be the better system.
- Orange County paid more. (3 responses)
- there is a need for caring and dedicated people to teach our children for a better life in the near future.
- it was what I wanted and I considered it as truly a blessing.
- the greater part of my professional career had been in the education area. I became aware of the demand for teachers and decided to apply.
- I moved to Orlando due to marriage.

- my [spouse] was transferred. (3 responses)
- it is convenient to where I reside. (2 responses)
- I was offered a position by a principal that I was professionally impressed by and comfortable with.
- I had relocated and it was the job I needed.
- Orange County offered a pre-k[indergarten] program. (2 responses)

o) If I were in charge of recruiting in my school district and wanted to recruit more minority teachers, I would

- make it easier for them by accepting their previous certifications. (3 responses)
- make teaching a more appealing profession to those I am recruiting.
- use minority teachers and establish a minority support group or network group.
- advertise in newspapers. Offer salaries that are more competitive with northern states. Offer incentives to locals to enter education.
- get out there and find all of the good ones.
- use (utilize) minority teachers. (4 responses)
- bring the 20-25 persons I know who are capable to do the job on board and help with applications, tests, etc. until they are fully certified and on continued contract.
- cut out the red tape in personnel.
- hire more people to handle the certification process.

- revise current policies, make it more appealing, cut down red tape make licenses and certificates acceptable from state to state.
- impress above individuals that they could make our dreams of a better tomorrow if they would dedicate their knowledge and abilities to our children.
- direct recruitment efforts to colleges and universities where minorities are the majority.
- streamline the certification procedures and provide a more efficient certification staff. (4 responses)
- offer higher salaries and some incentives (master's program).
- make sure the white principals that were supposed to hire minorities did so and leave the schools that you've so termed as "over the quo[ta] of blacks" alone. The latter is the reason why I lost my job at . . . elementary school.
- make sure that young and impressionable students are exposed to minority role models that will inspire them to become teachers. Furthermore, the teaching profession needs to dispel the image that there is little prestige or advancement in the field of teaching.
- recruit more at black colleges. (4 responses)

p) In a time when there is a shortage of minority teachers, a school district can compete to get the best of the minority teachers available by

- changing attitudes about teaching and making the profession more appealing.
- using minority teachers to visit campuses and help participate in the recruitment process. (4 responses)
- offering competitive salaries and contract benefits, aggressive advertising and recruiting campaign.
- offering a better benefit package.
- hiring the hundreds who are able and available to do the job and help them with the process.
- advertise vacancies through minority newspaper and be more receptive when they do show up for the application process. Be more helpful.
- show applicants . . . is not a prejudiced town.
- make pay more appealing and red tape less.
- going out to the black colleges and universities and encourage them to get into the education fields.
- recruiting in major cities. (4 responses)
- offering incentives. (3 responses)
- offering concrete evidence as to what this county has to offer that the higher paying counties do not and by offering evidence of advancement.
- making job vacancy information more available.
- eliminating red tape in the certification process.
- reaching out through minority churches and minority principals.
- condemn racism.

- accept their cultural differences.

q) I wish to make the following additional comments:

- I think the Beginning Teacher Program should be done away with because it proves nothing! It's busy work!
- You don't have to look far, just look and have concrete information accessible by interested applicants.
- I feel that . . . County or . . . state guidelines question qualified and experienced teachers' qualifications through unnecessary certification policies and red tape.
- The BTP is not necessary. (3 responses)
- It is unnecessary for experienced teacher to undergo BTP and acquire additional credits.
- networking with minority agencies is one of the most effective methods in the recruitment of minorities.
- although we need minority teachers, standards should not be compromised or sacrificed to meet recruitment goals.
- I enjoy teaching but I have been extremely frustrated by the certification process. Inefficiency and negligence on the part of certification personnel has cause me unnecessary time, expense, and anxiety.
- I don't believe there is a shortage of minority teachers. Lets get out there and find them.
- Frustrations experienced in area of certification and handling bureaucracy. Suggestion: more incentive orientation prior to preplanning.

- I don't understand the shortage of minority teachers issue. I would appreciate more information. I would also like more information on how quotas are established for the number of minority teachers hired for any particular school.
- Black/minority teachers aren't hired because they aren't wanted. There is no commitment for this recruitment effort.
- The orientation process needs help. I'm still waiting on mine.
- It is unnecessary for experienced teachers to undergo BTP and acquire additional credits.
- Networking with minority agencies is one of the most effective methods in the recruitment of minorities.
- The certification process is too difficult.

In response to the question number of years teaching in your current school district, all indicated 1 year.

Total number of years experienced in teaching

Number of years	0	1	2	3	4	5	7	16	20	36
Number of Participants	18	8	12	2	8	2	1	1	1	1

Tenured Teachers

d) I accepted a job in the district I currently teach in because

- I relocated to . . . (3 responses)
- I desired to work in the educational system. I like the upbeat attitude of the system and the fact that I could help someone to improve the quality of their life.
- [of] its warm and friendly atmosphere.
- I completed my internship with OCPS and was offered a job the following year.
- it's my home, my parents were retired and I was needed with day-to-day problems.
- I wanted to teach in a fairly large district.
- I was offered a position prior to graduation (three weeks). Good pay and benefits.
- I wanted to teach.
- I agreed with most of the philosophy of education this district adopted. It was also economically advantageous compared to the neighboring counties.
- my family relocated in . . . and I liked the wholesome atmosphere of the city for raising my children.
- I enjoy working with students in the classroom setting. I had worked in another school district before coming to this county.
- I wanted to share my skills and knowledge with others in a classroom setting.
- I needed to be closer to home. (7 responses)

- [I met] the only person that did not tell me "this is not a black position"
- I was returning to the system from another county, was divorced, and was a single parent raising small children.
- I live within this district and plan to remain a resident here.
- I always wanted to live here.
- It was in my area of certification.
- I wanted to teach. This was my first teaching assignment.
- of location [and] co-workers.
- it was the first district to offer me a job in my field. I lived in DC, MD and NC prior to moving here. I couldn't find a teaching position in those states.
- I needed the job and I wanted to teach.
- I enjoy teaching in the middle school setting. The benefits are rewarding and I enjoy witnessing the growth academically, socially, and emotionally of the middle age child.
- I live in . . . , have a child attending . . . County Schools, and feel that the overall performance of the district is good.
- I wanted to move to the area to be close to relatives.

(4 responses)

e) I continue to work in my current school district because

- I enjoy teaching in this area.
- I enjoy the work I do, the school I work at, and the people and the students I work with.
- I enjoy the challenge and the children.

- of my present assignment. All of my classes are in my major . . . and [my school] is an ideal place for the VP arts.
- I am pleased with the school in which I work. (7 responses)
- it satisfies my personal needs.
- no other positions available that are close to residence.
- I relocated to a school whose principal realized that quality education comes from all colors of people.
- I believe that "disadvantage[d]" students can rise above their environments and become successful individuals (I did). Also, I'm returning to society a valuable gift -- an education.
- I love . . . and I like teaching even though I'm ready for a change. I would like to do something else in the field of education.
- I like my teaching assignment. (3 responses)
- I enjoy working with my students.
- I live in [this c]ounty.
- I enjoy my work, I am happy with the system and I am sure that I play an important role in the education of young people.
- working conditions are favorable. (4 responses)
- I am a tenacious person by nature and I think that I can contribute positively to the growth and development of the children in this district where so many "at risk" children live.
- I enjoy my work and have a good relationship working with my peers.
- of the district [personnel] and co-workers.
- I enjoy the cooperation and support of my fellow co-workers.

- of the strong administrative support I have received since the change of administrators.
- I have a great administration.
- I like what I am doing. I do feel that many of our good teachers leave the classroom because they cannot . . . allowed to be creative because their peers find them to be a threat. A threat because they read, keep up with the latest trends and continue their education in their special fields.
- it's convenient for my personal needs.
- it's challenging.
- I'm too young to etire from the federal government, and I believe all of the multiracial students of OCPS, especially black ones, greatly benefit from an encounter.
- recognition is based on merit here.
- of improvements, challenges, pay incentives, rewards from students' progress from August to June.
- the staff and the students are among the best in central Florida.

f) How can our school district work to retain minority persons by encouraging them not to pursue employment in other school districts or other fields of work?

- Make them feel welcomed and wanted.
- Increase minority programs.
- Salary is a primary factor. If the (availability for) career advancement were easier for those interested they may choose to remain in this school system.

- By actively recruiting them offering competitive salaries and benefits, and by helping them to understand the importance of their positions as role models, important persons and sources of inspiration for minority students.
- By affording them the opportunity to advance professionally. Some advances seem to be based on who you know rather than commendable work performance. OCPS should subsidize higher education for all employees.
- Our school district should raise the salaries of beginning teachers. Most of us can't survive financially without [second] jobs and/or parental support.
- By placing them in the position that they can be most productive.
- By being consistent with the hiring policy. Hire a person for how they can produce and not for the color of their skin. Some minorities are hired only because a principal needs a minority. Therefore, they drill and drill during interviews.
- [Providing] better pay, upgrading the professional state of teaching in general; recruitment of teachers to move professional opportunities beyond the classroom.
- By offering competitive salaries.
- Raise salaries, stop ignoring gross racially motivated situations, [and] acknowledge the fact that racism does exist.
- All employees look for the best salaries, benefits, training, etc. Continue efforts to make the teaching profession rank at the top

end of the professional totem pole. Make the salaries worth the repayment of student loans.

- I feel that in order to retain minority or any other race there must be a salary increase for teachers. If I was going to college now, I wouldn't become a teacher because the pay is too low compared to other fields.
- There are no ways for minority persons to advance in this school district. When there's a vacancy we are not notified. When these positions are filled they are usually young white females who are . . . underqualified for the position or they know the person in charge.
- By treating them fairly and with respect. By encouraging them to take leadership positions. By not limiting the number of black teachers that can be hired by a school. In my opinion, the quota system should ensure a minimum number of black teachers not limit the number that can be hired.
- Continue to work with them. If there are problems at the worksite, try to improve relationships and benefits.
- By not insulting those that are seeking employment with such a low ratio (. . . of black teachers needed in a work location). Concerning other fields, make teacher's pay more enticing, competitive to other fields.
- I think the county could employ more minorities in the administrative position[s]. (4 responses)

- We should start working toward retaining minorities while they are in high school. Encourage and motivate good minority students and they will want to return. An example is on our staff we have several former students.
- Provide greater incentive toward furthering their profession (graduate school -- master's degree). (3 responses)
- In a lot of situations minority persons feel that there is a difference in treatment as opposed to the other race. In the selection of future managers of school sites, include minority concerns in the interview.
- Let the minority teachers meet you -- Mr. Wise. We need to know who is in our corner. Face-to-face contact is the best in my thinking.
- Place more minority persons in the minority schools so that they may serve as positive role models for our minority students.
- This requires a complex response. I am available to discuss in an interview, some of the considerations.
- Hire them first without just a mere means of satisfying a quota for one year. Use the necessary school resources to help the teacher who has trouble with discipline, etc. Get rid of school-based management. This would enable a separate body to hire. Some principals are still from the old school and have a narrow mind. A great many . . . minority teachers or would-be teachers see the "dumping" of minority students into low level classes because of insubordinate behavior rather than confer with child

and parent to see what the cause of the insubordination is. Allow more leadership positions to be filled by male (black) role models. This would possibly attract more black young males to the teaching profession.

- By offering experienced teachers opportunities to work on district-wide committees as well as promoting them when vacancies or new positions are created.
- [Provide] more pay. (3 responses)
- [Provide] higher pay. (4 responses)

g) I wish to make the following additional comments.

- All beginning teachers should be assigned a staff person (fellow teacher, etc.) to see them through the teacher certification process from beginning to end. The responsibility should include helping to initiate the process, and to advise and follow-up with the beginning teacher until they have received their certification.
- As a district OCPS seems to be fair regarding minority employees. However, OCPS cannot control the prejudices of its employees. Perhaps having a designated person to address grievances/concerns at each facility would help circumvent problems. Having someone closer to each worksite would facilitate communication concerning this matter.
- Beginning teachers need help in the area of discipline. Beginning teachers find the paper work burdensome. Beginning

teacher are not always given ideal classrooms -- placed on the stage, etc.

- I do not think this questionnaire adequately addresses its purpose and suggest that minority groups be asked for assistance in helping to devise a more suitable tool.
- Experienced teachers would transfer if full experience was credited to them as they come into the county. (3 responses)
- If you need assistance with this study I would love to be a part of such an experience. I hold a BA in psychology, MA in elementary ed, and K-12 certification in administration and supervision.
- In my opinion, the district is making small but gradual increase salarywise. In 1990-91, salaries for beginning teachers should be no less than $25,000, 6-year teachers no less than $30,000. To retain good teachers (minorities included) attractive salaries must be paid. Congress needs to put their money where their mouth is -- in education.
- Put more blacks in jobs with more exposure.
- We do need more minority teachers in Orange County but we won't get them unless teacher are paid more. Example, Dade and Broward counties have their share of minority teachers.
- I feel that the hiring policy is not consistent all over the district. Teachers regardless of race should be supplied with materials and incentives to help in the classroom.
- I personally feel upset at times. I attend workshops/inservices in the district and all of the presenters are white. It only makes you

wonder about the administration, their hiring practices, advancement methods, etc. When [there] are openings everyone in the district should be notified (maybe through mailing lists sent directly to our homes).

- [The district] seems to limit the possibilities for professionals seeking management/administrative positions. With one black principal (secondary), the opportunities don't seem to be available to the upwardly mobile secondary professional.
- I don't have a positive feeling about [the district's] hiring process! When I moved here, I was made to wait a least 2 years before I could get a job! That was 2 years wasted as far as teaching time! I was told that I was definitely qualified then why no job? When I asked [the Superintendent] why was [the] black teacher ratio so low I got an unimpressive and unfavorable answer. I'm surprised [the district] needs to recruit black teachers after all of this!
- I was an experienced teacher with a . . . MA [degree] . . . in elementary education which gave me an advantage over my colleagues. There were incidents that occurred that could have be n discouraging to a first-year beginning teacher. There were individuals, however, who made it smoother for me.
- Keep up the great work. (2 responses)
- My responses to several of the questions were neither agree or disagree because I entered the county school system with 12 years of experience.

- I would like to teach in a minority school. I've been told that principals, can only hire so many "minority" teachers, even in black schools. This is totally unfair. It shouldn't matter what color, race an applicant is as long as he/she is qualified for the position.
- Having agreed to an interview, I made no comments at this time.
- There is a school [in this district] . . . that would discourage <u>any</u> minority from the teaching profession. If any future teacher would see that educational [setting] it would bring tears to one's eyes. It did mine. Close it down.
- Send recruiters to predominantly black colleges throughout the United States. There are historically 116 black colleges.
- Recruit at black colleges. (4 responses)

<u>Teachers Who Resigned</u>

g) I resigned from the last school district for which I worked because

- I retired after 30+ years.
- I was not reappointed. I think it was a case of discrimination.
- of the discipline of the children and added paperwork. Parents have [little] respect for teachers.
- the distance to travel to and from school was unreasonable. It took an hour to drive. Otherwise, I would have continued to stay with [the district]. It is a good school system.
- after doing some research there were other professions that offered greater advancements, salary and benefits.

- I was not reappointed (lack of 6 hours out-of-field [course work]), however, these hours have been completed and I am currently looking for [teaching] employment.
- I wanted an opportunity for advancement and interviewed at two different schools in [the district] and was not offered the position. I interviewed in a neighboring county and was offered a job two days after my initial interview, and I accepted. I probably would have been trying a year or so in [the original district].
- I wanted and was qualified for an administrative position. My credentials qualified one to become a Superintendent of Schools to an elementary principal. Instead of receiving an administrative position, which I had applied for two years in advance to moving to Florida, I was sent out to go from school to school to try and find a teaching position. Thank God for principals like . . . who gave me the opportunity to work in my profession, and also the fortitude to recognize my abilities and gave me information about administrative openings at all levels when they occurred. Someone with 15+ years experience and excellent references should have to be placed in such a position. I'm currently coordinating the [neighboring district's] . . . program for . . . year olds.
- of family commitments which necessitated my relocating to another state. If the pay scale was greater in [the district] I probably could have stayed.

- I sought better job opportunities that offered more advancement and better pay.
- of my temporary certificate and an unsatisfactory evaluation which I feel was biased.

h) How could the school district for which you last worked encourage more teachers to continue working in that district?

- There are families and persons with children where this profession is best for them. However, a divorce and no children allowed me freedom to travel, relocate, and seek another profession.
- By improving working conditions, grading of papers, and better salaries.
- By having more objective principals and having more helpful principals.
- [Receiving] better senior staff support
- [With] improvement of disciplinary policies within the school system.
- Stop being so political. Look at what a person knows and a past rating instead of who they know and who they are.
- [Provide] better benefits. Increased pay.
- "Advancement . . . better" for all teachers.
- First ensure a teacher can be assured of a job even though he has a temporary certificate, support system needs work as well as help with the BTP.

i) I wish to make the following additional comments.

- I enjoyed my teaching experience and was good at it, but I'm enjoying my sales with traveling job now!
- I think if a principal notices that a teacher needs help and is not functioning well the teacher should be told and helped rather than wait for the last minute to be told he or she [might not be reappointed].
- Take some of the pressure off the black teachers. Give them the same respect as given to the white teachers.
- Although I enjoyed my experience in . . . [the district] I felt that opportunities for blacks to move up into administrative positions were scarce. I earned an MS in 1983 in Administration/Supervision. I kept up-to-date with the latest research and trends in education and implemented the effective ones in my classroom. But I was never asked by my supervisor . . . to assume any [additional] responsibilities . . . [In] the district I'm working . . . now [its] super and non-discriminatory . . . already I have been admitted to the administrative pool . . . It's really sad that every time I went to a workshop in [the previous district] only white presenters were there . . . Find [the black teachers] and give them a chance to prove themselves!
- I was an extremely good teacher with excellent . . . evaluations. I hated to leave . . . until the position I wanted was offered . . . [the] school needed a minority . . . I would not have been [wanted].

APPENDIX F
WRITTEN SURVEY RESPONSES (Q15-Q20)

Q15. I accepted a job in the district I currently teach in because . . .

Black/Female First-Year Teachers

- it's convenient, and I felt that I had a lot to contribute to the district.
- of my 12 years teaching experience.
- I wanted to provide service to the community that I have lived in all my life and the opportunity to teach satisfied my career goals.
- I relocated to this district.
- I wanted to return to Orlando.
- I was and am ready, willing, and able to help the elementary students no matter what district it was in.
- a job was available and I accepted the first call I received. Also, I have grown to love the school I am presently working at.
- I love to increase their (students') awareness to strive to become better leaders of tomorrow.
- of the success of my internship, and my son attends school in this district.
- I want to teach regardless of the situation or position.
- I live here, and it would be totally inconvenient to leave and go to a new district.
- the principal was/is a very sweet and dear person to work for. She was very convincing.
- I wanted to stay in this district. But, they honestly were the only school that offered me a job or interviewed me in the year (school) 1989-90.

- near my home.
- the principal took a personal interest in my being hired by going personally to the main office and seeing that my name was put in the computer.
- I live in the county.
- Orange County was more helpful than Seminole County.
- I have taught for over 20 years, and basically it's what I am good at.
- I felt this county treated or had more respect for their teachers.
- it was in proximity to my home and because I loved the assignment. I still do.
- I wanted to continue teaching after taking an early retirement in another state.
- I accepted a job in the district because my husband relocated to this district.
- This was the only district I sought employment in. I was not interested in any other.
- The importance of teaching in this county.
- I live here.
- The people were helpful.
- This is the county I live in.

White/Female First-Year Teacher

- the location was where I wanted to be, there was an opening for a yearbook advisor, and my previous principal in Georgia knew an administrator at my present school. Otherwise, I would have given up on Florida schools completely.
- the facilities were excellent.
- it was the only school that didn't ask if I was a minority.
- it was available and I needed a job.
- a job was offered.
- I was anxious to return to teaching and this job was available at the time.
- it was the only one offered to me, after much searching.
- I wanted to work with poor minority students.
- I already live here and cannot relocate.
- it is near my home.
- it was the first job offered to me. Other assignments more appropriate to my skills and experience weren't open to me, as I am not of the black race.
- of its location, high standards of education, and because it is a progressing school district.
- the area is growing and the school system should be able to advance with the growth.
- of the availability.

- I applied for a teaching position in February and could not even get an interview because they wanted minorities. I finally got called in August for an interview.
- this is where I live.
- the interviewer seemed enthusiastic and seemed to offer a position I was interested in.
- I like the school and staff.
- I am no longer teaching because the salary, benefits and working conditions in my school were unacceptable.
- I have taught in Orange County before and have been very satisfied with the school system.
- we reside in Orange County and my children attend district schools.
- my husband is in the Army, stationed in Orlando, and the Orange County Public School System was the best in the area.
- it is the county of my residence.
- I was asked to remain after student teaching.
- many benefits and summers off.
- preferred grade-level was offered. Location was desirable and principal was very positive.
- they broke the handicaps into separate groups.
- a position was available.
- interested in teaching.
- my family had recently moved to the area, and I wish to continue my teaching career.

- I like the principal - publishing job opening.
- spouse was transferred to area.
- I was asked to come to work for the school from the industry I teach in now.
- Dr. Wright recruited me heavily and proved to me that he wanted a strong Latin program at Colonial.
- There was a friendly atmosphere and concern for education.
- I was recruited
- of the principal - super.
- my family is here.
- of this district's commitment to public education.

Black/Male First-Year Teachers

- the qualifications I have and the wisdom obtained is needed to teach the children here at the Gateway School.
- I needed a job and the principal hired me.
- it was the first offer after a long period of running around to complete paperwork to qualify for a teacher's position.
- the principal contacted me.
- I always wanted to teach at this school, and I think I can make a difference.
- I wanted to remain in the Orlando-Metro area.
- I wanted to relocate to a more temperate climate after the death of my spouse.
- I have a special interest in helping students.
- the Lord blessed us with the position I now hold.

- this is where I live and am concerned about the student population in this county.
- I live nearby
- I was recruit[illegible] manner.

White/Male First-Year T[illegible]chers

- it is the district in which I live.
- I wasn't able to find work elsewhere.
- my wife accepted a job in Orlando first, and I wanted to continue our marriage so I looked for a job here.
- I felt Orange County could meet my career goals and I could make a contribution to the counselors, students and the district.
- of the reputation of Orange County Schools and the coaching possibility.
- I believe it to be the best in Central Florida.
- I live here.
- I live nearby.
- I needed a job.
- of friends who work there.
- family and UCF are nearby- salary better than Marion County.
- I can best utilize my skills in this position.
- of the quality personnel at that specific school and the atmosphere of the school.
- I was moving to the area.
- of friends' recommendations.
- the school has a great reputation.

- of the recruitments efforts by my principal.
- I live here.
- I decided to move here

Q16. I continue to work in my current school district because

Black/Female First-Year Teachers

- I enjoy the assignment, the administrative support and the students.
- I love my school personnel.
- I am unable to respond. All my positions of have been out-of-field. There are no services provided for area certification change within the system.
- I haven't experienced any problems, except this long drawn-out certification process that is expensive.
- I was not retained, therefore, I am seeking another teaching position at another school.
- the students seem appreciative of my efforts to help, also the staff and administrative personnel are outstanding human beings.
- I love teaching, children, and helping equip them to effectively deal with the 21st century.
- I had a successful first year.
- I want to teach regardless of the situation or position, and the fact that I have two school aged children of my own. Teaching allows me time to spend with them.

- I still live here. I also have a better understanding of this district for now.
- I love working for the principal I now have. She makes you feel special and important.
- I love the school, children, principal and all the people I work with.
- I like location.
- I feel that I can contribute in some small way to the children's education.
- I haven't gotten around to looking elsewhere.
- of maternity purposes.
- the staff at Kaley Elementary and the administrator made my first year quite rewarding.
- I like it.
- I love my job!
- this school district is basically a good one.
- I like my school, the student body, colleagues, and the strong administrative support at Colonial.
- classroom, supplies, students and cooperation from department head and her encouragement.
- I enjoy the district and this is where my family is located.
- my principal is great!
- the administration at my school.
- this city is great.
- I choose to reside here.

- I like my current assignment.

White/Female First-Year Teachers

- of location. Certainly the job offers more of the teacher support than I experienced in . . . County, Georgia.
- the budget, people and facilities are excellent.
- realized my impact on the children.
- I have been given an assignment more suited to my skills and experience, and I feel it would be better to stay in one place for the BTP and getting a professional certificate.
- I like the school, administration, and faculty.
- I am on temporary status for the teacher who extended his leave.
- I have been reappointed.
- changing districts seem to mean going through the STUPID BTP again, and I REFUSE!
- N/A. Not rehired because no longer needed two physics teachers and because of quota restraints.
- they asked me to come back.
- transfer seems very difficult. I would like to change to a location nearer my home and one which matches my experience in primary education.
- I work with a pleasant staff and administration and am close to my home, (inservice training provided by Orange County).
- my family is here, stability is here.
- I am extremely happy at my school location.

- everyone was so helpful to me as a first-year teacher in the county. Workshops were wonderful! My principal and assistant principal were excellent!
- I enjoy what I am doing.
- I like the people and children.
- I like the school and staff.
- I am no longer teaching because the salary, benefits and working conditions in my school were unacceptable.
- I have had a very satisfying, successful year at my school. The administration and staff at my school are terrific!
- I am satisfied with my classroom assignment and school setting.
- my principal is the most marvelous principal I've had over eleven prior years and four prior principals. Also, the SLD Staff at Tampa Avenue are dedicated to helping their teachers.
- I love it!.
- supportive administration, good materials, friendly teachers.
- many benefits and summers off.
- of all the above reasons and my particular school is the best in Orange County, both in staff and parental support.
- I receive support from my fellow teachers and my coordinator.
- a position is available.
- I like the hours and enjoy working with students.
- I find the school where I teach has a very positive climate where everyone is made to feel a part of the team.

- have not been rehired for 1990-91 school year, due to hiring freeze - taught out-of-field past school year.
- These children need a quality program which I can provide them.
- I enjoy my job.
- they asked me back.
- I am in a great school.

Black/Male First-Year Teachers

- I love teaching, I love children and the type of students at the Gateway School need experienced teachers.
- I like my job and I live in this district.
- of the close relationship I became involved in. Teachers and staff were very supportive.
- I know that not all principals are as easily intimidated, as insecure, dogmatic, mean and unforgiving as the one I experienced.
- I believe this is an excellent place to live and work.
- I have had a pleasant experience so far.
- the district has been fair with me and gave me the opportunity to advance and grow.
- I enjoyed the school.
- I love my school, the principal and my position.
- of the administration at Apopka High.
- benefits are good and I have a good administrator at my school.
- I like this job.
- excellent atmosphere.

- there are few hassles at my school.
- of the principal's support.

White/Male First-Year Teachers

- I want to return to my same position.
- N/A
- decent working conditions, because I enjoy the students, and because I have to eat.
- I am impressed with the quality and dedication of its administration staff at West Orange High School.
- I am happy.
- I enjoy my job, administration and coworkers.
- I live here.
- it is my chosen profession.
- I will continue if I get another job.
- it's difficult to find out about positions at other locations.
- family and UCF are nearby- salary better that Marion County.
- I feel that I am making a positive contribution to the students and the school.
- the persons associated with the school and my supervisors are really quality persons. Those people I have communication with are very good in what they do, very personable.
- I love teaching young people.
- great working conditions.
- my opinion counts where I work.
- I love the kids in this community.

- because I enjoy this staff
- salary is better than neighboring counties.

Q17. if I were in charge of recruiting in my school district and wanted to recruit more minority teachers, I would . . .

Black/Female First-Year Teachers

- tell them it's difficult, a lot of red tape and tests.
- N/A
- make so-called minority recruiters available to them. They don't return phone calls and didn't really have any valuable information. Representatives should go to where minorities are and have CLAST workshops in place with dates/place, etc., to refer them to.
- make sure each person would not be threaten by me and welcome them and support them with open arms.
- find teachers in the school system with a serious interest in assisting with this effort. Especially those who are just out of college, and college working experience teaching in this county. There is a serious need to recruit, pay travel expenses for a visit, and allow the applicant to see the school setting, principal and supervisors they are to work with.
- review applications on file and contact colleges encouraging students to consider education as a career.
- offer some sort of reimbursement benefit (relocation assistance, tuition, etc.).

- not treat them as tokens. I wouldn't have a separate list for minorities and whites. And I wouldn't stop hiring minority teachers because my ratio of blacks-to-whites was completed.
- definitely make the positions that are open known to them in due time.
- let the principal have a lot more say.
- make a real, REAL effort to recruit minorities, and not just say I am. For almost two years looking for a job in the Orange County School System, I didn't feel that I was even given a chance to interview for a position. It's very hard when you are a beginning teacher and you can't get an interview. During this time I kept hearing how they couldn't find qualified blacks for teaching positions. That's not true. If you are not actively looking for the minorities, or are not interested in hiring them, you don't find them.
- start at the high school and insist that guidance counselors state the options that are available to high school students. They should allow the students to take the required academic courses needed to pursue a career in teaching. Also, at the college level, vacancies can be posted on bulletin boards of local colleges.
- centralize hiring by County staff and appoint minority teachers where needed. In this way, they won't have the chance to say no I'm not going to that school because I don't like the area. Being told you have job sounds much better than, "There's an opening here or there."

- setup a referral network. Recruit at minority colleges.
- 1) recruit at black colleges 2) screen possible high school students wanting to go into that field and keep them on a listing until four-years later.
- go to visit several universities.
- use minority recruiters plus offer better incentive packages.
- do all things in my power to make sure that there are not double-standards existing once they are recruited.
- become more active with recruitment at predominantly Black institutions (universities). I would send recruiters there specifically for that purpose.
- improve the incentive.
- send black teachers out to recruit.
- improve recruting network.
- get famu interns here in their senior year
- encourage more minority high school students to pursue teaching.

White/Female First-Year Teachers

- recruit at colleges and universities with rigorous academic standings.
- I'm not considered a minority, although every time I made a phone call it was the first question I was asked. It was very discouraging.
- advertise in minority literature, at minority schools.

- stay close to home. Do not recruit outside the district. It creates ill-will.
- go to local colleges and universities to recruit, as well as job fairs.
- encourage more students to go into education.
- continue to look qualified teachers as a first priority. Also, I'd go into colleges with qualified and successful teachers to chat with students about the rewards, joy, hard work and challenge of the teaching profession.
- recruit new graduates from colleges in Florida. Have job fairs in other states, too.
- not worry about numbers but about competency.
- improve conditions, make the application/certification process simpler.
- I don't know why we cater to minorities. I think we are being discriminated against. If a person has a good resume, wonderful references, that person should be hired not just put aside because of minorities.
- I don't know.
- N/A
- hire a benefits expert to improve the current package as well as, increasing the type and number of incentives available to all teachers.
- I am not a minority teacher, but many schools where I was applying had vacancies for minority teachers only, so the positions for the minority teachers were available to them.

- explain that the ratio among teachers are tied to and are above the percentage of minorities. The district is not a bastion of "whites". I would also point out (at least at my school) the ties - both professionally and personally - develop and remain among all ethic groups. At my school, we are all teachers and people - not labeled by color or ethic background.
- concentrate on Florida state schools and recruit on campuses.
- treat everyone the same.
- make teaching more attractive to all candidates by offering better salaries.
- try to encourage more men to teach elementary school, especially the inner-city schools.
- hire teachers based on merit only.
- improve pay scale, equipment and facilities would make it better for ALL.
- go to state university and recruit.
- check their teaching experience and background experience regardless of whether minority or not.
- recruit at major northern and midwestern universities and work to improve the salary scale and benefits for teachers, so that OCPS could be more competitive statewide and nationally.
- publicize the positions in a county newspaper or newsletter which would be readily available for those seeking jobs (possibly could be received at the county office).
- improve the salary

- not use color as the basis for hiring teachers.
- network with college placement offices.

Black/Male First-Year Teachers

- I would relax or have a new type of CLAST test for experienced teachers. I would sign contracts with the teachers in five-year intervals.
- not require teachers to take and pass the Florida Teacher Examination. It doesn't tell if you are a good or a bad teacher. The test is very confusing and should not be required.
- include black studies in the school curriculum and utilize my minority teachers in the recruiting of more minority teachers.
- make sure that I kept them once I got them and make sure their experience is professional, fair and amiable.
- make sure there was enough information on job vacancies, advertise at more minority schools.
- become much more actively involved with the colleges and universities to promote minority participation in the teaching field and then hire those with whom this involvement has given me easy access.
- accept the candidate's valid teacher license and waive the test. I would still require participation in the BTP.
- tell them about the joys of teaching and all the rewards.
- place available minority teachers because they are available. They would in turn encourage their family or acquaintances to apply or send their names in on referrals.

- make it easier to find information about certification. I was told I needed 15 education courses because the examiner did not understand my degree read Bachelor of Science but not in elementary education. I was told that I could not teach, although I was certified in New York and in New Jersey. "If you don't do what we say you will never teach." When I said they were wrong, I was told I could not teach in Florida. They wanted me to retake all my education courses.
- review all black personnel files that have been sent into this school district.
- emphasize to principals the need for minority teachers in the district and fair treatment and cooperation by the principal.
- network with colleges better
- show that this is not a racist community
- use the black ministers to help recruit.

White/Male First-Year Teachers

- concentrate my efforts in Florida. This county seems to think that out-of-state teachers are essential. Why recruit out-of-state when you are unable to hire local due to a lack of job openings. Also, we have more than enough minorities in Florida to satisfy the need in this county. Concentrate on closer communications with colleges and universities in the state.
- introduce them to other minority community leaders.
- hire the most qualified candidates, regardless of race or sex.

- I believe we should hire qualified teachers whatever their ethnic background happens to be. I don't believe we should seek to hire any one particular ethnic group.
- not worry about it. If they want a job they can pursue it like the others do.
- use positive minority teachers to do the recruiting.
- Increase the pay and improve the benefits all teachers receive.
- go to the minority colleges.
- I would get the best teachers possible regardless of their race.
- visit them at their universities.
- hire best person for job!
- offer incentives and courses that would require minority teachers.
- recruit more men teachers in elementary schools.
- I decline to answer this question.
- use black teachers to recruit.
- use black principals in recruting.
- not emphasize the race of candidates
- improve the salary
- emphasize quality not race.

Q18. How can our school district work to retain minority persons in teaching?

Black/Female First-Year Teachers

- encourage minority support groups. Really mean it when you say you want minority teachers.

- more money!!!
- N/A
- 1) they can be retained through fair treatment 2) cancel quota system 3) follow-up university type credit inservice. (regular inservice won't help teachers with a Temporary Certificate).
- minority teachers are looking for the same things every else wants. Better pay and good benefits. (too expensive) If Orange County improves in both these areas, they will have no trouble hiring and retaining quality teachers minority or otherwise!
- minority help programs only label us as being inferior and needing a handout. The contact person didn't provide any real help. Program should be designed for and recommended to all beginning teachers who need assistance with study (math) workshops. Pamphlet with valuable information in it would be helpful. I need to know on the first day I walk into a recruit office what is really required. The certification process needs to be streamlined.
- first take a look at the principals. Check to see why the principal isn't retaining the minority and then go back several years to see if the principal didn't retain other minority teachers and why.
- establish a minority caucus promoting recruitment and retention. Invite all minority teachers to join, discussing the problems that arise for minority teachers. Attempt to solve these problems through school board assistance, discussions and workshops at least four times each year. Encourage them to

remain because the students, especially minorities, need them. (I have other ideas, too).

- the school district can retain minority persons by increasing the salary and other fringe benefits such as tenure and job security with the environment and surroundings conducive to higher education.
- higher wages for teachers.
- not treat them as tokens. I wouldn't have a separate list for minorities and whites. I wouldn't stop hiring minorities because my ratio of blacks-to-whites was completed.
- Interview minorities. Stop being prejudice and give them what they need, which is a chance.
- more incentives.
- salaries must be competitive.
- I have no idea! Although in my observation this year, I've noticed that most black teachers are looked over in regard to decision making. The white teachers tend to run the show and advise the minority teacher of the decisions and the administration knows nothing about it!
- Personal interviews at the end of the first year by person who hired or recommended the teacher to principal for employment.
- Afford opportunities for upward mobility by making them feel that the field is a worthwhile one for growth.
- Treat them fairly in the promotion department.
- I honestly don't know.

- By being fair and giving them the proper assistance that one needs to get a solid foundation.
- provide a support staff for minorities made up of veteran minorities in the district.
- treat everyone equally as an employee to complete their job as it should be accomplished.
- raise salaries.
- ensure applicants they will be treated fairly
- improve salaries.

White/Female First-Year Teachers

- I have no idea - you need to be fair to everyone no matter what color or sex.
- I don't know I'm not a minority.
- 1) In so far as possible, educate or eliminate those "majority" personnel who by action or deed show prejudice. 2) Assign a buddy team or department of one majority and one minority teacher in the school (preferably same grade-level) to aid the teacher through his/her first two-years.
- By applying the same standards that are applied to the "majority persons" and not this crock . . . minority-preference. . . !
- Treat everyone the same.
- By permitting experienced teachers to visit local high schools and local colleges as a way of encouraging these students to enter the field of education. I'll volunteer to do it!
- Improve working conditions - more support from administration.

- I don't know - I'm not a minority teacher.
- The minorities at my work site got more help and time off to attend workshops than I got. However, they (like me) should get more on-the-job assistance during the school year.
- I guess I was appalled when I heard a minority teacher say "I can do anything I want, because they can't touch me." She also refused to accept a child in her class. I don't think I would want her on the staff.
- Higher salaries to compete with the other states, competitive fringe benefits and incentives.
- I always thought education was the answer. I don't think I understand the problem. To retain anyone in a job there must compensation i.e. family health benefits would be appealing.
- I don't know. Wish they could retain me!
- Higher salaries.
- Increase salaries.
- Better pay and benefits.
- Classroom, supplies, students, and cooperation from department head and her encouragement.
- Improve salaries
- increase the incentives.
- User better networking strategies with colleges.
- Use teachers in recruiting.
- improve the pay

Black/Male First-Year Teachers

- Stop approaching minorities as less important employees.
- People are people. If you make the job appealing, pay a decent salary and don't make it almost impossible to be certified, you may have no problem finding quality people.
- Allow equal access or opportunity for promotion.
- Continue good working conditions and good salaries.
- Continue ways to adequately compensate all teachers.
- In my opinion the problem is not retention but recruitment. Recruit the right people who have an intellectual understanding of what happens in a classroom and in a school system.
- You don't mistreat people. All the teachers should try and be involved in school activities.
- By allowing the minority person to bring with him and put into the action all of the experience he or she has to offer, regardless of insecure, intimidated associates and administrators. Keep tabs.
- Include the study of minority groups in the school curriculum.
- Raise teachers salaries, the starting pay should be $30,000 or more.
- Relax the CLAST or have the educators from the minority college make up the test to be given.
- Sufficient cost of living increases in salary, support group for minority teachers and involve more minorities in county decision making.

- reduce the red tape in certification.
- raise salaries.
- bring in minority interns and encourage the good ones to stay.

White/Male First-Year Teachers

- Recruit from major colleges and treat these people as any other persons applying for a position.
- I am a "Temporary" teacher. I'm too busy trying to find a job for me to have time to worry about the minority persons having a job.
- I am insulted at the question. This should be stated, "How can our school district work to retain all persons in teaching?"
- Increase pay. Improve benefits.
- Education of the non-minority!
- Treat them like everyone else.
- I believe we should hire qualified teachers whatever their ethnic background happens to be. I don't believe we should seek to hire any one particular ethnic groups.
- The same way that you retain any teacher.
- I thought the retention problem also included non-minority persons in teaching. I think overall retention is in need of examining, not just retention of minorities. I think the retention would be increased with increased parental support and involvement.
- This question is insulting.
- Treat everyone equally.

- Why?

Q19. In a time when there is a shortage of minority teachers, a school district can compete to get the best of the minority teachers available by . . .

Black/Female First-Year Teachers

- going after the best, offering them more than what they had and sticking to your word.
- N/A
- using area resources and walk-in applicants.
- offering competitive salary to minorities in other fields who are willing and capable of making the career change. No one is going to leave for entry pay level and go through the hectic certification required. The additional courses cost $200 plus application fee, plus examination fee and another fee if you don't pass the first time. The BTP portfolio is a joke.
- making sure the minority teachers have the support from the county as well as the school they were assigned to.
- offering more money to teachers as a whole, active communications with black colleges and other colleges with a high minority attendance.
- selection from applications, tests, and oral interview, benefits and salary and eradicate racism.
- offering higher wages for teachers.

- offering more money, not just to the minority teachers but to all. People should stop thinking minority teachers and think teachers.
- checking one's background and interviewing that potential teacher.
- a sufficient pay raise.
- what is the "best". I never hear that in relation to white teachers, only minorities.
- offering to pay college courses for certification.
- offering scholarships to minority teachers and advertising these when possible.
- I really don't know. Advertise! Advertise! When they do come, make their stay pleasant.
- scouting all colleges, not just minority colleges.
- again check their academic performance in college, their involvement in nonacademic affairs and interviews.
- offering them incentives.
- recruiting in the colleges before they graduate.
- checking with key minority teachers to see who's out there. (Others know who are dedicated to the profession).
- recruiting the top graduates or persons that can prove their abilities to be effective, caring teachers.
- use the black community leaders to recruit.
- support them once they're here.
- improve benefits

- recruit them early in their college years.
- Compete with neighboring districts. . . pay moving expenses.

White/Female First-Year Teachers

- raising teachers salaries!
- raising salaries.
- offering higher salaries.
- letting them see your facilities - video tape?
- making the job as desirable and socially acceptable as other jobs in the business world. Making the job prestigious.
- offering them an opportunity to work with an exciting and motivating faculty.
- providing college scholarships for teachers of minorities, higher salaries and more fringe benefits.
- increasing the salary of all teachers to the highest in the state. Orange County should be able to increase teachers' salaries substantially.
- recruiting at the local high schools.
- minority schools should have more minority teachers.
- making things better for everyone.
- giving supplemental pay for exceptional ed teachers and minority teachers in inter-city schools.
- offering competitive salaries that other industries lure candidates with.
- good interview techniques, good salary.

- giving all teachers equal treatment, regardless of race, creed, sex, or political beliefs.
- explaining a buddy system, show that OCPS pays the retirement where other systems do not. Give workshops (to all new Florida teachers) to explain and help study for the certification tests.
- I do not know. I'm not a minority.
- being fair to all employees and they will see that.
- raise salaries and reduce red tape.
- offering more competitive salaries to attract teachers from higher paying districts in the midwest and east.
- making the positions more readily available and publicized (publicize through other county personnel).
- raise salaries.
- actions speak louder than words . . . treat people equally.
- no idea
- improve the pay.

Black/Male First-Year Teachers

- offering a living wage and better working conditions.
- encouraging ones already here to make contacts and referrals of others.
- offer good position to them.
- being represented at recruiting fairs, visiting colleges and universities and providing top salary and compensation.
- making a commitment at the college and university levels.

- getting to the colleges and universities before the students graduate.
- recruiting those who left for corporate careers. Studies have shown that they were the most intelligent. After all, what bright person would work for $11,000 in 1980?
- inviting minority teachers to an open forum in which minority concerns can be discussed.
- increasing the starting salary and discontinuing the Florida Teachers Examination. This is a waste of time and money.
- you may be getting the best. However, will they be able to stay with the requirements demanded is the problem.
- more of a professional appearance to teaching profession and salary increases to complete with other professions.
- use minority teachers.
- pay more
- assist in locating nice housing.

White/Male First-Year Teachers

- taking all required tests for Florida.
- increase pay to all steps.
- I can't even get a job because I'm not a minority.
- encouraging internship programs at nearby colleges.
- actively recruiting in high schools and colleges.
- paying more for teachers.

- I believe we should hire qualified teachers whatever their ethnic background happens to be. I don't believe we should seek to hire any one particular group.
- setting up scholarships for minorities to earn teaching degrees - work with the colleges and universities.
- supporting all of its current educators and having a solid reputation as a district that educates well.
- improve the pay.
- network with colleges
- use teachers to recruit.
- improve benefits

Q20. I wish to make the following comments:

Black/Female First-Year Teachers

- I'd like to respond to Item [8a]. The district office personnel are not always courteous to minority people. They always assume that you are applying for custodial work, they don't see you as a professional.
- I was educated in Orange County Schools; my children all attended Orange County Schools; I love teaching in Orange County Schools.
- Too much crap that doesn't get to the nitty-gritty.
- I had a really tough year (1989-90). I did not receive the help or the support I needed for this past year. The principal (Kim) made some negative remarks toward me as a teacher and I feel that something needs to be done about her position.

- Minority student teachers have to be courted early, they need encouragement and the teamwork as well as ways to finance to their visitations. In general, I feel the Orange County Public School System has a very good system, and this survey addresses several issues that are a concern of mine. I would like to see more minorities on the administrative level as well. It seems to be the qualified individuals, but the ratio is poor in both schools and the county office.
- Once given an opportunity to teach, doors should be opened to encourage good teachers to remain in the classroom.
- Until educators are paid in accordance with other professionals, you will continue to lose teachers to other professions.
- A great many people make excellent grades in high school, college, and on standardized tests, but it doesn't mean that they are great potential teachers. On the other hand, you have the complete opposite. Therefore, screening a person's background, past experience and present performance is very important in selecting good, quality teachers. I think the name of the game should be "Quality before Quantity!!". It would be awful to find a school with the best quota for minority teachers but find that that school with the most dropouts, below average grades, and nonreaders!
- Make materials readily available to beginning teachers.
- You recruit minority teachers, but you do nothing to keep them. You need to do a follow-up as to how they are doing. Find out if

there are any problems and give them a chance to excel. They want positions in the county office too! The pay is not that good. I had an experience where a teacher was allowed to harass me and my students. We might assume that she was a bigot. So you can see, it's really nothing to compel me to stay.

- I really enjoyed working for Orange County. I hope to return after a couple of years.
- In order to recruit and retain good teachers, salaries must be better. Presently it stinks!!
- I think the BTP needs to be reorganized to lessen the burden of so much paperwork when you're in your first years of teaching trying to get adjusted. It does not prove one's ability to be a good teacher.
- Give new teachers plenty of support and opportunity to network with each other.
- The pay in this county must be improved.
- Don't give new teachers the worst discipline problems in the school.
- None.

White/Female First-Year Teachers

- I don't think majority/minority should have anything to do with it. The best qualified should always be hired!
- Unfortunately, the nature and depth of problems both social and financial, at Lake Elementary, made the year a very trying one. I think [the new principal] will make a wonderful difference!

- Because my school is being "relieved" by Windy Ridge, we had to lose some teachers. To be retained at my school, I'm having to teach out-of-field and get certified in Early Education. I'd rather teach in my field, but I did not readily find another position after interviewing at four other schools in my area.
- OCPS has been marvelous to me. However, having to be fingerprinted four times before a clear copy was done was frustrating. Law officials did the first three. The US Army did the fourth and that finally passed. Also, no information is given as to where, when and how to apply for the certification exam, other than a notice of test dates on the bulletin board. I feel that each school should have applications somewhere, just as high schools have SAT and ACT information. (Note: I am a member of CTA and saw their flyer on their bulletin board.) First-Year teachers names are on file in the central office. Couldn't we get information from that source? (Note 2: I was not "recruited"). I sought employment while still living in Missouri. Also, from interviewing experience, at least one principal in this system started the interview by asking why I thought I could teach "SLD" as I never had before. (I'd received my MPED the year before and had been teaching remedial math and social studies at the high school level prior to that), and why was I applying for a middle school position, as I had never taught there. Such a beginning gave me a very negative feeling towards OCPS. Fortunately, my next interview was a complete 180 degrees. The

same principal saw me at the OCLMS Conference (less than two weeks after moving here) and said "Oh, I see you did get a middle school position." That attitude won't help retain majority teachers, much less minority teachers. The Innovative Teaching Practices award is great! Keep that up. We teachers know we must be innovative to keep the attention of the "TV-Tube" students. To be recognized for such shows forward thinking on the part of the community and the school system.

- The state of our minority population in the field of education is an embarrassment to me as a professional!
- Our children are the future of our country and until the importance of education is instilled in these children and their parents, all educators have a long uphill battle with fewer dedicated teachers coming up in the ranks.
- I am having a difficult search for placement purposes next year, due to freeze. Wish they would try to help the people who work out-of-field more. (At least put us on a list for openings that occur in our respective fields).
- I taught at a black school - more minority teachers/role models needed.
- I don't mean to put down minorities. We have some hard working professional blacks, and I guess I don't look at the color of their skin but how they relate to the students and their professionalism. I just happen to be fortunate to have such a wonderful year and work with such a dedicated staff.

- If we learn from history, then what did other school systems do when there were shortages of teachers? I don't understand how we can force people to teach when they just don't want to do it.
- At a time when it is difficult to get really good people interested in teaching, it is a shame that the emphasis must be on hiring minorities rather than on best qualified.
- I resent all the questions about minority teachers - good qualified teachers are sitting at home to make room for less qualified minorities!
- I feel if you apply to teach in Florida and come to Florida with prior experiences.
- In reference to Item A: teachers with bachelor's and/or master's degrees should not have to take the CLAST.
- Higher salaries are necessary for all teachers to be interested, not just minorities.
- I spend my whole school year trying to erase the lines of prejudice that exist in our country by teaching my children that we are just people - not white, black, or anything else - just people. Yet you insist in separating into minority and majority. Will we ever be human beings?
- As an experienced educator I found that BTP an insult, the FTE and CLAST experiences a waste of time, and administrators too busy to care to my needs. Also, trying to get answers to questions at the County office difficult beyond words because the telephone lines always being busy. To top that, my first trip

to Tampa Avenue was a nightmare. Once there, I had to finally park in a field of knee-high grass and hike to the maze of offices to fill out paperwork that easily could have been done at my school. After the hike and confusion, I was three minutes late (I'm never late to anything). I was "greeted" after I waited with the bus drivers in the personnel office by a secretary - type who currently told me I was thirty minutes late and that "in Orange County things are done are on time." What a welcome to sunny Florida. The nightmare only got more vivid after this. Orange County professionals are like groveling poor people in a welfare line, begging for money. Shame on Orange County! Also, after carefully completing an application to Orange County and the State of Florida for certification, and after completing the BTP, FTE, and CLAST, why do teachers have to complete another application and be charged an additional $20? At over $100 for paperwork, you ask questions about attracting teachers? Get Real!

- I believe beginning teachers, in fact all teachers, need strong administrative support. I appreciate the excellent support from our administrators at Colonial in respect to discipline.
- None
- Decrease the certification red tape.
- Orange County must get on it to improve benefits.
- Veteran teachers don't need the BTP.
- Help new teachers network with each other

Black/Male First-Year Teachers

- Out-of-state teachers will not know about the educational psychology asked on the "CLAST Test".
- In two companies that I once worked for, the managers were rated annually by their subordinates; many were fired as a result. The best are still there. Additionally, if any teacher has a bad experience at any school and wishes to continue his career elsewhere, no administrator should be allowed to give recommendations of any sort, either positive or negative. Corporations refer all referrence inquires to corporate personnel. Haven't you ever heard of the Freedom of Information Act and don't you know that one can sue for intentionally giving out derogatory statements? No one should stop another person's life. If you write a corporation for references, they will only say from what date to what date you worked there, your beginning and ending salary and if you left with prejudice or no prejudice.
- Tests should be waived for veteran out-of-state teachers with valid teaching certificates.
- In New York and New Jersey I was allowed to take time for problems in family without having to make public personal information, I was docked two days because I did not have enough personal leave. I have all my sick days. I lost two days pay because I went to my son's graduation in New Jersey.
- Get first year teachers to meet and team up for support.
- The School Board must improve salaries.

- None
- No additional comments.
- N/A.

White/Male First-Year Teachers

- I believe that Orange County is one of the best counties to teach in. The quality of people teaching is great. Also, the year-round concept is great.
- Temporary contract teachers should be placed also. We go to the same meetings and have to do the same work as the "regular" teachers. We get "thrown" out at the end of the year and have to find our job.
- The Beginning Teacher Program, CLAST, and Teachers Certification Test are a waste of time.
- As a non-minority person in the job hunting process, I feel discriminated against when time after time I cannot be hired when vacancies exist since positions are being held specifically for minority candidates.
- While I started this BTP with very positive feelings, by the end I had the distinct sense of what a circus dog must feel as he jumps through hoops for a reward.
- I found the hiring process to be based solely on nepotism and was very discouraging. Almost every principal in Orange County refused to interview me until I too played the system and had friends make a few calls for me. You are not hiring the best teachers by using the present system, you are only hiring warm

bodies. Also, the central personnel office was not only not helpful, but it was a hindrance in the job search.

- This is a good school district, but I did have a frustrating time find a job.
- I am offended by this questionnaire. Though I do recognize that there is a problem getting and retaining minority educators, this almost makes me feel as though non-minorities are unimportant in your evaluation process. All quality educators, minority and non-minority alike, are deserving of concern, especially with retention.
- The hiring process is a hassle.
- Don't favor the minorities.
- None.
- No.

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BIOGRAPHICAL SKETCH

Joseph J. Wise was born September 5, 1956, in Ocilla, Georgia. He is the son of Becky J. and Charles W. Wise. Joseph graduated from Miami (Florida) Palmetto High School, on June 10, 1974. From 1974 to 1978, he attended the Florida State University and graduated with a Bachelor of Music Education degree. While pursuing graduate work during 1978-1980 at Florida State and Northwestern Universities, he held teaching positions in the Cobb County and Dekalb County (Georgia) school districts. In 1980, he assumed a teaching position at Winter Park (Florida) High School, where he was chosen teacher of the year in 1985.

In 1985, he graduated from the University of Central Florida, Orlando, with a Master of Education degree in administration and supervision. In March of 1985, he became a personnel staffing administrator for the Orange County Public Schools. He is a member of the Greater Orlando Chapter of Phi Delta Kappa in which he was elected 1987 Young Educator of the Year. He is also a member of the Florida Association of School Personnel Administrators, the Florida Association of School Administrators, and the Society for Human Resource Management. Currently, Joseph serves as Senior Administrator of Personnel Operations for the Orange County Public Schools. He also serves in the part-time position of Music Director/Conductor for the Florida Symphony Youth Orchestra, a position he has held since 1982.

I certify that I have read this study and that in my opinion it conforms to acceptable standards of scholarly presentation and is fully adequate, in scope and quality, as a dissertation for the degree of Doctor of Education.

James W. Longstreth, Chairperson
Associate Professor of Educational Leadership

I certify that I have read this study and that in my opinion it conforms to acceptable standards of scholarly presentation and is fully adequate, in scope and quality, as a dissertation for the degree of Doctor of Education.

Joan L. Curcio, Cochairperson
Assistant Professor of Educational Leadership

I certify that I have read this study and that in my opinion it conforms to acceptable standards of scholarly presentation and is fully adequate, in scope and quality, as a dissertation for the degree of Doctor of Education.

Simon O. Johnson
Professor of Instruction and Curriculum

I certify that I have read this study and that in my opinion it conforms to acceptable standards of scholarly presentation and is fully adequate, in scope and quality, as a dissertation for the degree of Doctor of Education.

Russell Robinson
Associate Professor of Music

This dissertation was submitted to the Graduate Faculty of the College of Education and to the Graduate School and was accepted as partial fulfillment of the requirements for the degree of Doctor of Education.

December 1990

David E. Smith
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